DOCUMENT RESUME

ED 096 983 95 IR 001 164

AUTHOR	Humphrey, Allan J.
TITLE	Survey of Selected Installations Actively Searching the ERIC Magnetic Tape Data Base in Batch Mode. Final Report. Volume II.
INSTITUTION	California Univ., Berkeley. Inst. of Library Research.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C.
PUB DATE	Jun 73
NOTE	268p.; For a related document see Volume I, IR 001 163
EDRS PRICE	MF-$0.75 HC-$12.60 PLUS POSTAGE
DESCRIPTORS	*Computer Oriented Programs; Data Bases; Educational Research; *Information Centers; Publications; Search Strategies; *Surveys
IDENTIFIERS	Batch Mode; Educational Resources Information Center; ERIC

ABSTRACT

Volume II of a survey of 29 selected information centers that use computers to search the Educational Resources Information Center (ERIC) data base in batch mode consists solely of printed materials obtained from twelve information centers. These materials include such items as system descriptions, input forms, search evaluation forms, promotional brochures, and miscellaneous reports produced by the respective installations. (Author/WCM)

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED 096983

FINAL REPORT

SURVEY OF SELECTED INSTALLATIONS ACTIVELY SEARCHING THE ERIC MAGNETIC TAPE DATA BASE IN BATCH MODE

Volume II

Allan J. Humphrey

Institute of Library Research
University of California

Berkeley, California 94720

June 1973

IR 001 164

This work was performed by the Institute of Library Research at the University of California, Berkeley under subcontract number PR 1496 to Stanford University as part of their contract with the National Institute of Education.

TABLE OF CONTENTS

VOLUME I

		Page
	ABSTRACT	i
	ACKNOWLEDGEMENTS	ii
I.	INTRODUCTION	1
II.	SCOPE OF THE SURVEY	3
III.	CURRENCY OF FINDINGS	4
IV.	ORGANIZATION OF THIS REPORT	5
V.	SURVEY METHOD	6
VI.	GENERAL OBSERVATIONS	7
	A. Current Volume of Batch Searching of the ERIC Data Base	7
	B. Types of Information Centers Surveyed	8
	C. Search Software	9
	D. Computing Hardware	10
	E. Costs	10
	F. Funding	11
	G. System-User Interface	11
	H. Use of ERIC Data Base in SDI Systems	12
	I. Some Typical Characteristics	12
VII.	REPRESENTATIVE ERIC INFORMATION CENTERS	14
	A. State Department of Education	14
	B. University	15
VIII.	SELECTED ERIC INFORMATION CENTERS	17
	A. Bradley University	18
	B. Northern Colorado Educational Board of Cooperative Services (NCEBOCS)	21
	C. Florida ERIC, Florida State Department of Education	23
	D. University of Georgia	25
	E. Indiana University	27
	F. Iowa State Department of Public Instruction	30
	G. University of Iowa	33
	H. Kansas State Department of Education	36
	I. Massachusetts Department of Education	40

TABLE OF CONTENTS (CONT.)

		Page
VIII.	SELECTED ERIC INFORMATION CENTERS (CONT.)	
J.	Montgomery County (Maryland) Public Schools	43
K.	New England Resource Center for Occupational Education	45
L.	New Mexico State University	48
M.	North Carolina Science and Technology Research Center	51
N.	North Dakota Resource Information Center (RIC)	53
O.	Ohio State University	56
P.	Oregon State Department of Education	60
Q.	Rhode Island State Department of Education	63
R.	South Carolina Department of Education	66
S.	Texas Information Service	69
T.	Utah State Board of Education	71
BIBLIOGRAPHY		73
APPENDICES		
I.	ERIC Survey Guide	75
II.	Table of Selected Survey Findings	81

VOLUME II

Foreword

I. Northern Colorado Educational Board of Cooperative Services (NCEBOCS)

- A. Guide to IRC Services
- B. List of Additional N.C.E.B.O.C.S. Products
- C. Price List - April, 1972
- D. Excerpt from sample monthly project report (February, 1973) showing ERIC search statistics for six local school districts
- E. Excerpt from sample monthly report (January, 1973) showing total ERIC search statistics
- F. N.C.E.B.O.C.S. Information Brochure

II. Florida Educational Resources Information Center (FERIC)

- A. Paper giving general description of FERIC
- B. Sample monthly ERIC search statistics report (October, 1972)

III. Indiana University

- A. Letter announcing PROBE search system
- B. Promotional brochure
- C. Search request form

IV. Iowa State Department of Public Instruction

- A. Iowa Pilot Program for Information Dissemination, INFORMS
- B. Retrieval request form
- C. List of contents of packet sent to user
- D. Information sheet in packet sent to user
- E. Assessment form (to be completed by user)
- F. Promotional brochure (D.P.I.)
- G. Promotional brochure (regional)

V. University of Iowa

- A. Memo describing Univ. of Iowa ERIC retrieval system
- B. Suggestions for preparing a search request
- C. ERIC search statistics and charges, 1971-72.

VI. Kansas State Department of Education - Project COMMUNICATE

- A. Paper describing Project COMMUNICATE - May, 1972
- B. Sample monthly ERIC Activities Report - November, 1972
- C. Search request form
- D. Document request form
- E. "Open Education"

VOLUME II (CONT.)

VI. Kansas State Department of Education - Project COMMUNICATE (cont.)

F. Promotional brochure

VII. Massachusetts Department of Education

A. Search request form
B. Computer search form
C. Evaluation form
D. Promotional brochure

VIII. New England Resource Center for Occupational Education (NERCOE)

A. Search request form
B. Document duplication request form
C. Promotional brochures

IX. University of Oklahoma

A. GIPSY/ERIC Pre Search Information Form
B. GIPSY/ERIC Post Search Information Form
C. Promotional brochure

X. Rhode Island State Department of Education

A. Brief paper on levels of service provided
B. Search request form
C. Promotional brochure

XI. South Carolina Department of Education

A. South Carolina Pilot Program for Information Dissemination - Fall, 1972
B. Monthly breakdown of origin of search requests July, 1970 - January, 1973
C. Tally of requests by topic - January, 1973
D. Promotional brochures

XII. Utah State Board of Education

A. Sample monthly report showing ERIC search statistics - January, 1973

ABSTRACT

Findings of a survey of 29 selected information centers that use computers to search the Educational Resources Information Center (ERIC) data base in batch mode are reported. The survey was conducted from December 1972 to May 1973. The report includes some general observations based on the information gathered, a brief description of two "typical" centers surveyed, more detailed descriptions of twenty individual information centers, and a table of selected data from all 29 centers. Descriptions of individual installations include information concerning services offered, mode of operation, interface with clients, charges levied for services, computing hardware and software used, staffing, and other topics.

FOREWORD

The results of this survey of 29 selected information centers that search the ERIC data base in batch mode are contained in Volume I of this report. Much of Volume I consists of detailed descriptions of the services provided and procedures used at 20 different installations which were visited in person. Volume II, which is available in microfiche form only, consists solely of printed materials obtained from twelve of these centers. These materials include such items as system descriptions, input forms, search evaluation forms, promotional brochures, and miscellaneous reports produced by the respective installations. They are presented here to give the reader a more complete picture of certain information centers in which he may be interested as well as to give him a general flavor of what types of brochures, forms, and reports exist at ERIC batch-searching centers.

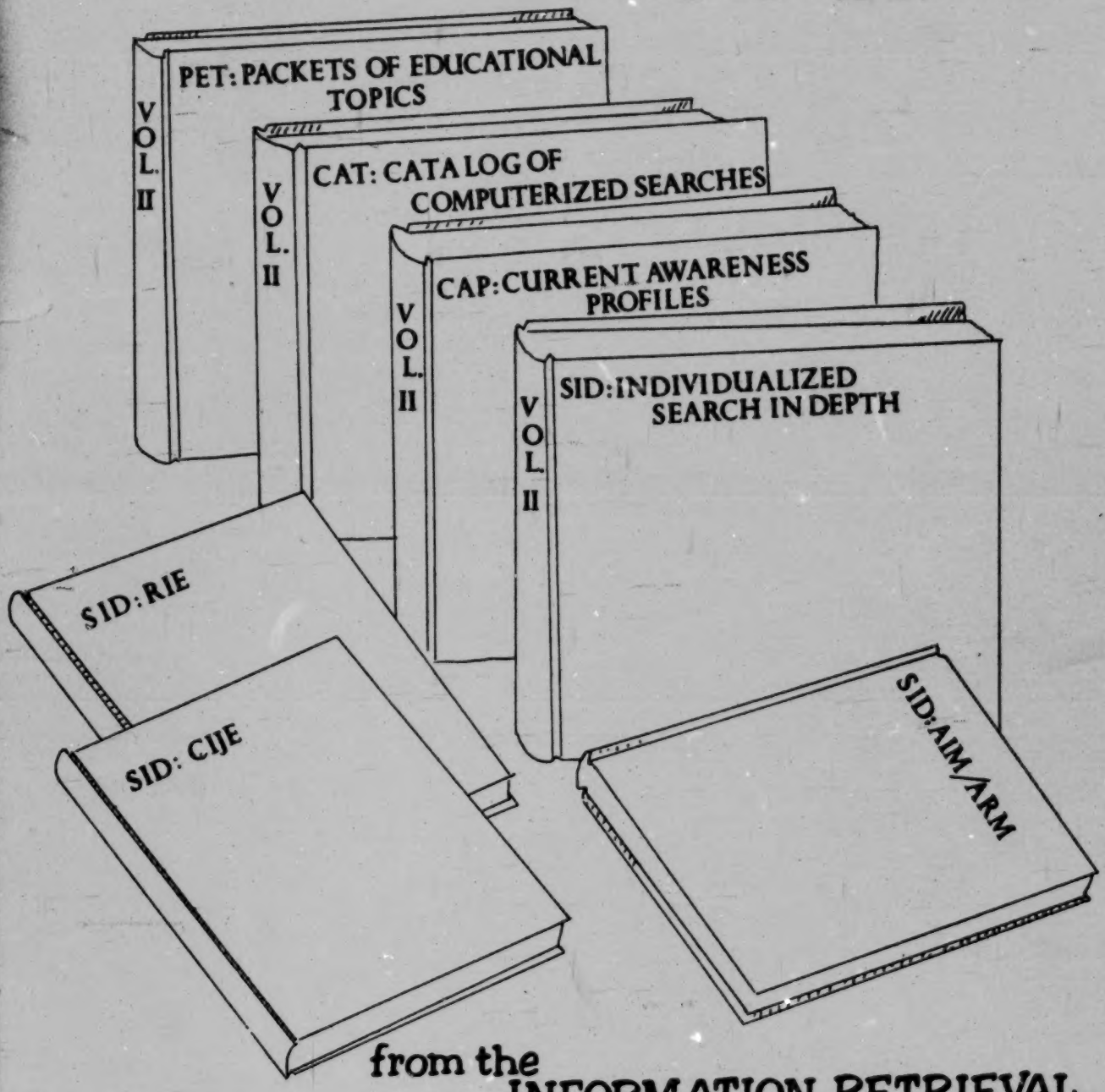
Volume II may be regarded as an appendix to Volume I. It provides only supplemental information about some installations and, therefore, is merely an adjunct to Volume I which is the primary report of the survey.

The caution regarding the currency of the survey findings (Volume I, Section III) bears repeating here. The material contained in Volume II was collected at the time of the respective site visits. Operating procedures, volume or type of service, computing hardware, and/or other factors may have changed since the survey was conducted. Certain items of information presented in this report may now be out-of-date. To obtain any up-to-the-minute information about a specific center one obviously must contact that center directly.

I. Northern Colorado Educational Board of Cooperative Services (NCEBOCS)

A. Guide to IRC Services
B. List of Additional N.C.E.B.O.C.S. Products
C. Price List - April, 1972
D. Excerpt from sample monthly project report (February, 1973) showing ERIC search statistics for six local school districts
E. Excerpt from sample monthly report (January, 1973) showing total ERIC search statistics
F. N.C.E.B.O.C.S. Information Brochure

GUIDE to IRC Services



from the

INFORMATION RETRIEVAL CENTER

NORTHERN COLORADO EDUCATIONAL
BOARD OF COOPERATIVE SERVICES
830 SOUTH LINCOLN
LONGMONT, COLORADO 80501

USER'S GUIDE
to
INFORMATION RETRIEVAL PRODUCTS and SERVICES
of the
Northern Colorado Educational
Board of Cooperative Services

This GUIDE TO INFORMATION RETRIEVAL CENTER SERVICES includes descriptions, listings and request forms for these products:

PET - Packets of Educational Topics

CAT - Catalog of Computerized Searches

CAP - Current Awareness Profiles

SID - Individualized Search in Depth

Users requesting information on a particular topic are encouraged to scan individual product listings for PET, CAT and CAP, prior to submitting requests to this Center. SID requests may be submitted for those requests not covered within the other product areas.

Turn-around time on PET, CAT and CAP products is within eight days. SID profiles require two or three weeks to process because of the in-depth searching required to provide comprehensive information to the requester.

Educators interested in receiving any of the information products should complete and send the request form appropriate to their selection through the designated local information agent, or to the Information Retrieval Center.

Evaluations of these products by the individual users

ISSUE NUMBER
Vol. 2, No. 1

September 1972

PET

PACKETS OF EDUCATIONAL TOPICS

a service-product of the

INFORMATION RETRIEVAL CENTER

NORTHERN COLORADO EDUCATIONAL
BOARD OF COOPERATIVE SERVICES
830 South Lincoln
Longmont, Colorado 80501

PACKETS OF EDUCATIONAL TOPICS (PET)

The following list is composed of alphabetically arranged TOPIC CATEGORIES. Under each TOPIC CATEGORY appears the title of individual PACKETS which are presently available from the Information Retrieval Center and which pertain to that TOPIC CATEGORY. Please write the name of the TOPIC CATEGORY and the title of the particular PACKET which you wish to receive, on the request form.

EXAMPLE: ACCOUNTABILITY (Topic Category)
- Accountability in Education (Packet)
- Performance Contracting (Packet)
- Voucher-Tuition System (Packet)

ACADEMIC PERFORMANCE
- Marking Systems

ACCOUNTABILITY
- Accountability in Education
- Performance Contracting
- Voucher-Tuition Systems

ADULT EDUCATION
- Trends in Adult Education

ALTERNATIVE SCHOOLS
- Alternative Learning Environments

BEHAVIORAL OBJECTIVES
- Affective Domain
- Cognitive Domain
- Taxonomy of Educational Objectives

COUNSELING AND GUIDANCE
- Elementary Counseling and Guidance
- Personnel
- Processes of Counseling and Guidance
- Secondary Counseling and Guidance
- Theories of Counseling and Guidance

DIFFERENTIATED STAFFING
- Differentiated Staffs
- Merit Pay
- Paraprofessionals

DROPOUTS
- Dropout Programs

ENVIRONMENTAL EDUCATION
- Conservation of Natural Resources
- Ecology-Teaching
- Outdoor Education
- Pollution
- Population, Increase of

GROUPING (INSTRUCTIONAL PURPOSES)
- Student Grouping for Instruction

INDIVIDUALIZED INSTRUCTION
- Elementary Individualized Instruction
- Overview of Individualized Instruction
- Secondary Individualized Instruction

INFORMATION RETRIEVAL AND DISSEMINATION
- Retrieval Systems
- State Information Networks
- State of the Art

INSTRUCTIONAL MEDIA CENTERS
- Elementary I.M.C.'s
- Facility Planning
- Learning and Resource Areas
- Materials and Selection
- Personnel
- Secondary I.M.C.'s

NEGOTIATIONS
- Collective Negotiations
- Collective Negotiations: Administrators
- Collective Negotiations: Teachers

PPBS
- Planning-Programming-Budgeting Systems

SCHOOL ORGANIZATION
- Scheduling
- School Facility and Design
- Year-Round Schools

SYSTEMS APPROACH
- A Systematic Approach to Education

TEACHING TECHNIQUES (see also: INDIVIDUALIZED INSTRUCTION; TEAM TEACHING)
- Diagnostic Teaching
- Interaction Process Analysis
- Interpersonal Communication (non-verbal)
- Mini-courses
- Questioning Techniques
- Seminar Method
- Sensitivity Training
- Simulation and Gaming

TEAM TEACHING
- Team Planned Instruction
- Team Teaching-Elementary
- Team Teaching-Secondary

TUTORING, TUTORS
- Tutoring-Adult Involvement
- Tutoring-Student Involvement

VOCATIONAL EDUCATION
- Career Information
- Vocational Education-Elementary
- Vocational Education for the Disadvantaged
- Vocational Education-Secondary

PACKETS OF EDUCATIONAL TOPICS (PET)

Packet titles represent selected materials included within broad topic areas and provide general background information pertaining to those topics. PET consists of copies of periodical articles.

Packet materials are both manually searched and evaluated. The contents of each packet are constantly updated as new information appears in current periodicals.

FOR YOUR OWN RECORDS:

Name:_____ Search Title:_____

- -

PACKETS OF EDUCATIONAL TOPICS REQUEST FORM (PET)

INFORMATION RETRIEVAL CENTER
NORTHERN COLORADO EDUCATIONAL BOARD OF COOPERATIVE SERVICES
830 South Lincoln
Longmont, Colorado 80501

Date:_____

Name: _____

Title: _____

Address: _____

_____

_____

Telephone:_____

PLEASE SEND ME THE FOLLOWING PACKETS:

Topic Category:_____

Packet Title: _____

_____

_____

BOCS-0034 (9/72)

ISSUE NUMBER
Vol. 2, No. 1

September 1972

CAT

CATALOG
OF
COMPUTERIZED SEARCHES
IN
EDUCATION

The work presented or reported herein was performed pursuant to a grant from the U.S. Office of Education, Department of Health, Education and Welfare. The grant was made under provisions of Title III of the Elementary and Secondary Education Act of 1965 to the Northern Colorado Educational Board of Cooperative Services.

INFORMATION RETRIEVAL CENTER

NORTHERN COLORADO EDUCATIONAL
BOARD OF COOPERATIVE SERVICES
830 South Lincoln
Longmont, Colorado 80501

NOTICE: THIS CATALOG WILL BE SUPERSEDED BY THE NEXT ISSUE

INTRODUCTION TO CAT

This catalog is a compilation of computerized subject searches selected from over 80 thousand searches formulated by the Information Retrieval Center during the past three years. It is organized on principles consistent with Research in Education (RIE) and the Thesaurus of ERIC Descriptors, both publications of the Educational Resources Information Center in Washington, D.C.

The searches included in the catalog were completed by the Information Retrieval Center in response to individual requests for information. As a group, they represent those educational questions most frequently asked by the user. Future issues of this catalog will contain new searches expanding coverage of the broad subject topic areas listed in the table of contents.

The catalog is designed to expand the services of the Information Retrieval Center by enabling the user to select from a field of most frequently requested searches and receive information in a minimum of time through automated processing. In order to provide this information in the shortest possible time, the computer searches will not be evaluated for relevancy by the Information Retrieval staff. Hence, some material of peripheral value may appear in a given search.

USER'S GUIDE TO CAT

The catalog is organized into major topics under which are listed the numbers and titles of the searches. Annotations have been included wherever necessary. An index appears after the listing of topics and searches.

You may use the index as a cross reference between major topics and as an aid in locating very specific concerns. The page numbers which follow each entry in the index will direct you to CAT titles dealing with particular topics.

After a search is selected, you may order it by completing a CAT request form and mailing it to the Center. The search will be processed and mailed to you within eight days.

CAT TABLE OF CONTENTS

I	ADMINISTRATION	1
II	A-V MATERIALS and METHODS	3
III	BUILDING FACILITIES	4
IV	CAREER EDUCATION	4
V	COUNSELING and GUIDANCE	4
VI	EARLY CHILDHOOD EDUCATION	5
VII	ENGLISH and LANGUAGE ARTS	6
VIII	ENVIRONMENTAL and OUTDOOR EDUCATION	8
IX	EVALUATION	9
X	FINE ARTS and HUMANITIES	10
XI	HIGHER EDUCATION	10
XII	LANGUAGES	11
XIII	MATHEMATICS	11
XIV	MINORITY GROUPS	12
XV	PSYCHOLOGICAL CONCEPTS	13
XVI	SCHOOL ORGANIZATION	14
XVII	SCIENCE	15
XVIII	SOCIAL PROBLEMS	18
XIX	SOCIAL STUDIES	18
XX	SPECIAL EDUCATION	19
XXI	SPECIFIC SUBJECT AREAS	21
XXII	TEACHER EDUCATION	22
XXIII	TEACHING TECHNIQUES	23
XXIV	VOCATIONAL EDUCATION	24
	USER'S GUIDE TO CAT	ii
	INDEX TO CAT	27

I. ADMINISTRATION

Topics pertaining to administrators and their roles and functions.

01001-CAT Management Decision-Making Tools and Skills

Cost analysis, planning procedures, and personnel management techniques.

01002-CAT Educational Accountability

Evaluation of educational objectives and administrator, teacher, and student performances.

02002-CAT Flexible and Modular Scheduling

For high schools throughout the country.

02003-CAT Small Schools - Flexible & Modular

Flexible and modular scheduling in rural and small schools.

02006-CAT Systems Approach in Educational Planning

The use of educational technology and business management techniques for establishing educational objectives.

02007-CAT Educational Management by Objectives

One of several systematic approaches to assist local school systems to identify and solve educational administrative problems.

02008-CAT Program Budgeting and PPBES

(Program Planning Budgeting Evaluation Systems) A business management technique using a systematic approach to establish, review, and account for educational objectives within a school system.

02009-CAT Critical Path Method (CPM) & Program Evaluation and Review Technique (PERT)

Techniques used in the decision-making process.

02010-CAT Purchasing

Techniques and guidelines for school system purchasing.

02011-CAT School Enrollment Projections

Methods and statistics on enrollment projections.

02012-CAT Boards of Education and Legal Considerations

Laws governing school board actions, and legal issues involving school boards.

02013-CAT Extended School Year

Information on the extended school year, quarter systems, trimester schedules, and year-round schools.

02014-CAT School and Community Public Relations

Methods of improving and program descriptions of school and community public relations.

14019-CAT Administrative Inservice Training

Preparing administrative personnel.

15003-CAT Collective Negotiations - Administrative Role

15004-CAT Teachers and Collective Negotiations

38004-CAT Principal Role

The many responsibilities of the public school principal.

38016-CAT Differentiated Staffing

Issues concerned with the use of a hierarchy of job descriptions for professional and paraprofessional personnel in a school system.

38018-CAT School Superintendents

Role and responsibilities.

38019-CAT Paraprofessionals in Education

The roles of, duties performed by, use of, and bibliographies on paraprofessionals in education.

38023-CAT Training Programs for Paraprofessionals in Education

38024-CAT Paraprofessionals in Reading Programs

48003-CAT Student Rights

Court rulings, student rights, and legal issues concerning all students: K-12 and higher education.

49002-CAT Parent-School Relationship

A broad coverage of parent conferences, parent-student conferences, and parent-teacher conferences.

50001-CAT Administrative Personnel - Qualifications

Techniques for avoiding the pitfalls of the "Peter Principle" in education.

II. A-V MATERIALS and METHODS

05001-CAT Video Tape Recording: Elementary

Assists the classroom teacher in the use of video tape equipment and discusses the function of video tapes in teacher education.

05002-CAT Film Study

Methods and materials for instruction in film study: secondary level.

14007-CAT Inservice Training - Multimedia Methods

The use of instructional technology in various types of inservice training programs.

III. BUILDING FACILITIES

Includes open plan schools and educational parks, as well as school building design and construction.

21003-CAT High School Building Design and Construction

21005-CAT Open Plan Schools

21006-CAT Educational Parks

Concept and examples of educational parks.

IV. CAREER EDUCATION

14001-CAT Career Education: K-12

14002-CAT Career Education: Junior High

14036-CAT Career Education: Elementary

14037-CAT Career Education: High School

V. COUNSELING and GUIDANCE

09002-CAT Vocational Education - Counseling & Guidance

All levels.

09003-CAT Self-Concept in Vocational Development

09004-CAT Counseling: Elementary

Various approaches and program models for counseling students.

09005-CAT Secondary School Counseling

09006-CAT Adult Counseling

18003-CAT Counseling Effectiveness

Mainly at the secondary level.

28002-CAT Ability Grouping at the Elementary Level

28003-CAT Ability Grouping at the Secondary Level

38003-CAT Junior High School Dropouts

Dropout identification, problems, prevention, and programs for junior high school students.

38026-CAT Senior High School Dropouts

Studies of and programs for actual and potential high school dropouts.

VI. EARLY CHILDHOOD EDUCATION

Refers to the level which includes preschool through grade three.

14016-CAT Early Childhood Education

A general review of program descriptions and evaluations in the area of early childhood education.

14017-CAT Early Childhood Education - Basic Skills and Concepts

14031-CAT Early Childhood Education for the Disadvantaged

14032-CAT Head Start Programs

Regional and national programs.

29015-CAT Language Arts and Reading for the Disadvantaged: Early Childhood

38011-CAT Kindergarten Children

Research studies on and programs for kindergarten children.

44003-CAT Reading Programs: Early Childhood Through Primary

44016-CAT Learning Disabilities: Early Childhood Education

Literature concerning physical, mental, and perceptual handicaps.

VII. ENGLISH and LANGUAGE ARTS

03001-CAT Creative Dramatics

Spontaneous and improvisational dramatic activities: all levels.

03002-CAT Drama Study and Dramatics: Secondary

Techniques, materials, and curricula for instruction in drama as a literary genre; also play production.

05003-CAT Mass Media - Curriculum Development

Materials and teaching techniques for mass media courses: secondary level.

08001-CAT Communications Curriculum: Preschool and Elementary

Oral and verbal communication development and programs for early school years.

17001-CAT Tachistoscopes

Research on value, effectiveness, and use of tachistoscopes.

26001-CAT English Instruction - Thematic Approach

Methods for the arrangement of English courses by literary themes: secondary.

26004-CAT Mythology Instruction

All levels.

27006-CAT Spelling Instruction: Elementary

29002-CAT Linguistics in Elementary Language Arts

29003-CAT Language Arts at the Secondary Level - Curriculum Development

29004-CAT Language Arts Programs - Evaluations

29005-CAT Language Arts in Early Childhood Education

29007-CAT Innovative English Programs: Secondary

29008-CAT Individualized Instruction in Language Arts: Elementary

29009-CAT Sequential English and Language Arts: K-12

In sequential programs, each year's curriculum is built upon the previous year's learning.

29010-CAT Composition - Curriculum and Teaching Technique

Secondary level.

29011 CAT Composition - Evaluation Methods

All levels.

29012-CAT Creative Writing: Elementary

29013-CAT Creative Writing: Secondary

29016-CAT Grammar Instruction: Secondary

29017-CAT Remedial English Programs: Secondary

29018-CAT Reading Programs: Secondary

29019-CAT Programs in English and Language Arts: Elementary

29020-CAT Writing and Composition Skills: Elementary

44001-CAT Reading - Learning Theories: Elementary

44002-CAT Sequential Reading Programs: Elementary

44004-CAT Reading Programs for Slow Learners: Elementary

44005-CAT Reading Programs - Individualized

All levels.

44006-CAT Reading - Individualized: Elementary

44007-CAT Supplementary Reading Material: Elementary

Lists of books for enrichment of K-6 reading programs.

44008-CAT Reading - Phonetic Approach

The use of and research on phonetics,

phonics, and linguistics in reading development.

44009-CAT Reading - Kinesthetic Approach

A sensory motor approach to learning reading.

44010-CAT Reading - Perceptual Motor Learning

Use of perceptual motor training in teaching reading primarily at the elementary level.

44012-CAT Initial Teaching Alphabet

Evaluations of programs for teaching beginning reading with the use of 44 symbols rather than the traditional 26 letters of the alphabet.

44013-CAT Content Reading

K-12.

44014-CAT Speed Reading

Secondary level.

44017-CAT Dyslexia

Literature concerning difficulties in reading comprehension at the elementary level.

44018-CAT Remedial Reading: Junior High

44019-CAT Developmental Reading: Secondary

Improvement in reading skills for all students at the secondary level.

VIII. ENVIRONMENTAL AND OUTDOOR EDUCATION

14040-CAT Environmental Education Instructional Materials: Elementary

14041-CAT Environmental Education Instructional Materials: Secondary

14042-CAT Environmental Education Activity Materials: Elementary

Much duplication necessarily exists between

this search and its allied search on instructional materials (14040-CAT).

14043-CAT Environmental Education Activity Materials: Secondary

Much duplication necessarily exists between this search and its allied search on instructional materials (14041-CAT).

14044-CAT Nature Centers

Guides for the planning and implementation of and reports on existing nature (or environmental) centers.

14045-CAT Ecology Curriculum: Elementary

14046-CAT Ecology Curriculum: Secondary

14047-CAT Pollution Curriculum: Elementary

14048-CAT Pollution Curriculum: Secondary

14049-CAT Nature Studies: Elementary

14050-CAT Nature Studies: Secondary

IX. EVALUATION

Includes techniques for use in the evaluation of both teachers and students.

18001-CAT Teacher Evaluation

Techniques for use by administrators and teachers in evaluating teacher performance.

18002-CAT Pass-Fail Grading System

Applies in the majority of cases to higher education.

18004-CAT Evaluation Techniques of Use to Administrative Personnel

Techniques for use by administrators in

evaluating all educational personnel.

19001-CAT Follow-up Studies of High School Graduates

X. FINE ARTS and HUMANITIES

11006-CAT Interdisciplinary American Studies Courses at the Secondary Level

11026-CAT Curriculum - Interdisciplinary Approach: Secondary

The curricula represented in this search reflect the interrelation of several discipline areas within individual courses.

14026-CAT Art Education: Elementary

Techniques, materials, and curricula for instruction in elementary art.

14033-CAT Art Education: Secondary

Techniques, materials, and curricula for instruction in secondary art.

14051-CAT Music Education: Elementary

Curriculum materials for music activities and appreciation.

14052-CAT Music Education: Secondary

A variety of curriculum materials for individual and group music instruction, activities, and appreciation.

26002-CAT Humanities Instruction: Secondary

Humanities courses are interdisciplinary in nature.

XI. HIGHER EDUCATION

01003-CAT Decision Making: Higher Education

Student, faculty, and administrative govern-

ance rights and responsibilities, and administrative concerns for planning and management of institutions of higher education.

38010-CAT Librarians: Pre-Service and Inservice Education

38012-CAT College Faculty - Community Colleges

Job descriptions and responsibilities.

38027-CAT Higher Education Dropouts

Studies of and programs for actual and potential college and junior college dropouts.

41001-CAT Work Study Programs: Higher Education

48001-CAT Student Activism in Public Schools

XII. LANGUAGES

17002-CAT Language Laboratory Equipment

Specifications for purchasing equipment for all types of language laboratories.

21002-CAT Language Laboratories

Utilization planning and scheduling of language laboratories.

30003-CAT Foreign Language Instruction - Innovative Practices

A variety of instructional practices excluding the grammar-translation technique in language instruction.

XIII. MATHEMATICS

11016-CAT Math: Preschool

Literature concerning the development of

mathematical concepts in preschool children.

11017-CAT Math Instructional Materials: Primary

11018-CAT Math Teaching Techniques: Elementary

11019-CAT Math Individualized Instruction: Elementary

11061-CAT Math Teaching Techniques: Secondary

11062-CAT Math Activity Materials: Elementary

11063-CAT Math Labs

Literature dealing with the laboratory approach to teaching mathematics: elementary or secondary.

11064-CAT Math Individualized Instruction: Secondary

11065-CAT Modern Math: Elementary

11066-CAT Modern Math: Secondary

27013-CAT Remedial Math: Elementary

27015-CAT Remedial Math: Secondary

XIV. MINORITY GROUPS

10001-CAT American Indian Culture

Bibliographies, resource materials, and A-V material on American Indian Culture.

14010-CAT Migrant Education Programs

Descriptions and evaluations of state and federal programs for migrant child education.

14035-CAT Migrant Education Curriculum

Curriculum development, guides, materials, and teaching techniques: K-12.

29001-CAT Bilingual Education - Learning Processes

Programs and research on the learning of a second language.

38007-CAT American Indian Students - Academic Performance

38008-CAT American Indian Students - Language Instruction

Bilingual and English instruction at all levels.

38020-CAT Ethnic Studies: Elementary

Instructional materials and curricula for social science and language arts units concerned with minority groups.

38021-CAT Hispanic Studies - Resource Materials

K-12.

38022-CAT Afro-American Studies - Resource Materials

K-12.

38025-CAT Bilingual Programs for Spanish Americans: Secondary

Program descriptions and curriculum materials.

38029-CAT Bilingual Programs for Spanish Americans: Elementary

Program descriptions and curriculum materials.

38078-CAT Minority Student Dropouts

Studies of the dropout problem and programs for minority student dropouts.

XV. PSYCHOLOGICAL CONCEPTS

07001-CAT Visual Perception and Discrimination: K-3

42001-CAT Perceptual Motor Coordination Remedial Programs

Perceptual motor training programs for remediation in many subject areas.

42002-CAT Personality Studies of Intermediate Grade Students

Emotional and social development of students from grades 5 through 9 for justification of middle schools.

42003-CAT Rewards and Reinforcements: K-3

Classroom management and motivation.

42004-CAT Rewards and Reinforcements: 4-6

Classroom management and motivation.

42005-CAT Self Concept in Relation to Academic Achievement

All levels.

49003-CAT Sensitivity Training and Organizational Development

Understanding human relations for improvement of interpersonal relations within an organization.

XVI. SCHOOL ORGANIZATION

Includes continuous progress programs, ungraded schools, community schools, and middle schools.

27002-CAT Ungraded Continuous Progress Program Evaluations

K-12.

27007-CAT Continuous Progress Programs

A broad coverage of continuous progress programs at all levels.

47002-CAT Ungraded Schools vs. Traditional Schools

47003-CAT Ungraded Schools at the Secondary Level

A wide review of nongraded schools at the secondary level.

47004-CAT Ungraded Schools at the Elementary Level

Nongraded, continuous progress, flexible progression, and sequential programs at the elementary level.

47005-CAT Ungraded Schools

Comprehensive information on nongraded schools at all levels.

47006-CAT Middle Schools

The philosophy of, facilities for, and descriptions of existing middle schools.

47007-CAT Community Schools

Utilization of school facilities by the community.

47008-CAT Curriculum for Middle Schools

XVII. SCIENCE

11007-CAT Science: Primary

Curriculum guides, resource materials, teaching techniques, and comparative studies on general science in the primary grades.

11032-CAT Physics Instructional Materials: Secondary

11033-CAT Physics Activity Materials: Secondary

Much duplication necessarily exists between this search and its allied search on instructional materials (11032-CAT).

11034-CAT Physics Teaching Techniques: Secondary

11035-CAT PSSC Physics

Literature concerning the Physical Science Study Committee (PSSC) curriculum on high school physics instruction.

11036-CAT Harvard Project Physics

Literature concerning the Harvard Project approach to teaching high school physics.

11037-CAT Physical Science: Junior High

11038-CAT Chemistry Instructional Materials: Secondary

11039-CAT Chemistry Activity Materials: Secondary

Much duplication necessarily exists between this search and its allied search on instructional materials (11038-CAT).

11040-CAT CHEM Study

Literature concerning the Chemical Education Materials Study (CHEM Study) approach to teaching high school chemistry.

11041-CAT Chemical Bond Approach

Literature concerning the Chemical Bond Approach to teaching high school chemistry.

11042-CAT Biology Activity Materials: Elementary

Much duplication necessarily exists between this search and its allied search on curriculum guides (11044-CAT).

11043-CAT Biology Activity Materials: Secondary

Much duplication necessarily exists between this search and its allied search on curriculum guides (11045-CAT).

11044-CAT Biology Curriculum Guides: Elementary

11045-CAT Biology Curriculum Guides: Secondary

11046-CAT Biology Teaching Techniques: Elementary

11047-CAT Biology Teaching Techniques: Secondary

11048-CAT BSCS Biology

Literature concerning the Biological Sciences Curriculum Study approach to teaching high school biology.

11049-CAT Oceanology: Elementary

11050-CAT Oceanology: Secondary

11051-CAT Earth Science Activity Materials: Elementary

Much duplication necessarily exists between this search and its allied search on instructional materials (11053-CAT).

11052-CAT Earth Science Activity Materials: Secondary

Much duplication necessarily exists between this search and its allied search on instructional materials (11054-CAT).

11053-CAT Earth Science Instructional Materials: Elementary

11054-CAT Earth Science Instructional Materials: Secondary

11055-CAT Aerospace Curriculum: Elementary

11056-CAT Aerospace Curriculum: Secondary

11057-CAT Outdoor Science: Elementary

The teaching of science in an outdoor setting.

11058-CAT Outdoor Science: Secondary

The teaching of science in an outdoor setting.

11059-CAT Individualized Science: Elementary

11060-CAT Individualized Science: Secondary

XVIII. SOCIAL PROBLEMS

Includes drug education, alcohol education, and curriculum materials about smoking.

06002-CAT Drug Abuse

General information on student drug abuse, including descriptions of various drugs and descriptions of drug abuse programs.

06003-CAT Drug Abuse - Curriculum Materials

K-12

06004-CAT Drug Abuse - Therapy

Programs and methods of treating drug users.

06005-CAT Drug Legislation

Laws pertaining to drug use; school policies and legal positions of school personnel; and attitudes toward drug legislation.

25001-CAT Smoking

Curriculum materials on the deleterious effects, physical and social, of inhaling the fumes of burning tobacco leaves.

25002-CAT Alcohol Education

Curriculum materials.

XIX. SOCIAL STUDIES

11003-CAT Social Studies Curriculum Development: Elementary

Sequential curriculum, instructional programs, and general research in social studies curriculum development at the elementary level.

11004-CAT Social Studies Curriculum Development: Secondary

Materials to aid in the development of effective curriculum; research and program descriptions.

11005-CAT American Government: K-12

Curriculum materials in American Government, Civics, Political Science, and Citizenship.

11025-CAT Consumer Education

All levels.

11030-CAT American History: Elementary

Curriculum and course descriptions for teaching American History at the elementary level.

11031-CAT American History: Secondary

Curriculum and course descriptions for teaching American History at the secondary level.

48004-CAT Geography Instruction: Elementary

48005-CAT Geography Instruction: Secondary

XX. SPECIAL EDUCATION

Includes gifted as well as mentally and physically handicapped.

06013-CAT Hyperkinetic Children

Everything from the RIE collection on hyperactivity in children.

14006-CAT Inservice Teacher Training for Special Education

24001-CAT Special Education - Vocational Education

24002-CAT Vocational Education for the Educable Mentally Handicapped

24003-CAT Mathematics Instruction for the Educable Mentally Handicapped

24004-CAT Physical Education for the Handicapped

Physical education, recreation, and camping programs for the handicapped.

24005-CAT Speech Therapy

Research on speech disabilities; methods of instructing the speech handicapped; and explanations of types of disabilities and how to treat them.

24006-CAT Autism

Everything in the RIE file dealing with autistic children.

24007-CAT Stuttering

How to deal with a child within the classroom: all levels.

24009-CAT Art Education for the Handicapped

Curriculum and program descriptions for the handicapped child.

38005-CAT Gifted Children

Research studies on and programs for the gifted at all levels.

44011-CAT Reading Skills - Aurally Handicapped

Reading programs for deaf and hard of hearing children.

44015-CAT Learning Disabilities: Elementary

Literature concerning physical, mental, and perceptual handicaps at the elementary level.

XXI. SPECIFIC SUBJECT AREAS

Includes physical education, driver education, home economics, business education, sex education, and library related topics.

11024-CAT Home Economics Education

All levels.

11028-CAT Stenography

Teaching stenographic skills in high schools.

14004-CAT Physical Education: Elementary

Physical education programs and physical fitness development for elementary students.

14005-CAT Business Occupations

Methods and materials for business education subjects.

14018-CAT Driver Education

14024-CAT Sex Education

Curriculum and course descriptions for teaching sex education in public schools: not leveled.

14025-CAT Family Life Education

Program descriptions, curriculum, and teacher qualifications for family life education.

14034-CAT Physical Education: Secondary

Physical education programs and physical fitness development for secondary students.

14039-CAT Typewriting

21001-CAT Instructional Materials Centers

Print and non-print materials housed in a central location within a school.

27012-CAT Nutrition Instruction: Elementary

33001-CAT Library Technical Processes - Electronic Data Processing

XXII. TEACHER EDUCATION

14008-CAT Teacher Inservice Training in Behavioral Objectives

The use of behavioral objectives in inservice teacher training programs.

14028-CAT Performance Based Teacher Education

For planners of teacher education programs.

14029-CAT Teacher Education for Innovation: Elementary

A broad coverage of innovative teacher education programs and programs which train prospective teachers for innovative systems in the elementary school.

14030-CAT Teacher Education for Innovation: Secondary

A broad coverage of innovative teacher education programs and programs which train prospective teachers for innovative systems in the secondary school.

27001-CAT Microteaching

Microteaching programs and their assessment.

38001-CAT Cooperating Teachers

Information for classroom teachers who have student teachers.

38015-CAT Counselor Training

Techniques used for preparing counselors: all levels.

XXIII. TEACHING TECHNIQUES

02004-CAT Small Group Instruction & Class Size: Elementary

The effect of class size and small group instruction on learning and achievement.

04001-CAT Student Motivation: K-12

What motivates students and how to motivate students in all subject areas.

13003-CAT Development of Behavioral Objectives: Secondary

27003-CAT Computer Assisted Instruction: Elementary

The computer as an instructional aid.

27004-CAT Computer Assisted Instruction: Secondary

The computer as an instructional aid.

27005-CAT Multimedia Instruction

Techniques for using a variety of media for the classroom teacher.

51002-CAT Team Teaching: Elementary

A broad coverage of all phases of team teaching at the elementary level.

51003-CAT Team Teaching: Secondary

A broad coverage of all phases of team teaching at the secondary level.

51005-CAT Discussion Groups as a Teaching Technique

All levels.

51006-CAT Teaching Techniques: Preschool

Various kinds of teaching methodologies used to instruct preschool children.

51007-CAT Team Teaching vs. Conventional Teaching

51008-CAT Questioning Techniques

A method to aid in developing a student's analytical abilities.

51009-CAT Concept Teaching in Social Studies: Elementary

51010-CAT Concept Teaching in Social Studies: Secondary

XXIV. VOCATIONAL EDUCATION

09001-CAT Vocational Counseling: Secondary

11067-CAT School Shop Design and Management

14003-CAT Electronics Instruction - Materials, Techniques and Evaluation

Secondary level.

14012-CAT Health Occupations Education

-Abstracts of interest to high school teachers.

14021-CAT Agricultural Education: Secondary

14022-CAT Vocational Education in Correctional Institutions

14027-CAT Auto Mechanics Instructional Materials

14038-CAT Vocational Education Programs: Secondary

Examples of programs proposed or in use in secondary schools.

35001-CAT Occupational Clusters

Abstracts of jobs related by skills or industry; of interest to high school teachers.

41002-CAT Work Experience Programs

On the job training combined with high school classes.

INDEX TO CAT SEARCHES

Numbers indicate pages.

ABILITY GROUPING
4,5

ACADEMIC ACHIEVEMENT
13,14

ACCOUNTABILITY
1

ADMINISTRATORS
2,3,9

ADULTS
4

AEROSPACE SCIENCE
17

AGRICULTURAL EDUCATION
24

ALCOHOL EDUCATION
18

AMERICAN GOVERNMENT
19

AMERICAN HISTORY
19

AMERICAN INDIANS
12,13

AMERICAN STUDIES
10

ART EDUCATION
10,20

ASSESSMENT
1

AUDIOVISUAL MATERIALS & METHODS
3

AUTISM
20

AUTO MECHANICS
24

BEHAVIORAL OBJECTIVES
9,22,23

BILINGUAL EDUCATION
13

BIOLOGY
16,17

BOARDS OF EDUCATION
2

BUILDING DESIGN
4

BUSINESS EDUCATION
21

CAREER EDUCATION
4

CATALOGING
22

CHEMISTRY
16

CLASS SIZE
23

CLASSROOM MANAGEMENT
14,23

CLERICAL OCCUPATIONS
21

COLLECTIVE NEGOTIATIONS
2

COLLEGE FACULTY
11

COMMUNICATIONS
6

COMMUNITY COLLEGES
11

COMMUNITY RELATIONS
2

COMMUNITY SCHOOLS
15

COMPOSITION INSTRUCTION
7

COMPUTER ASSISTED INSTRUCTION
23

CONCEPT TEACHING
24

CONSUMER EDUCATION
19

CONTENT READING
8

CONTINUOUS PROGRESS PLANS
14

COOPERATING TEACHERS
22

CORRECTIONAL INSTITUTIONS
24

COUNSELING
4,5,24

COUNSELORS
23

CREATIVE DRAMATICS
6

CREATIVE WRITING
7

DECISION MAKING
1,10

DIFFERENTIATED STAFFING
2

DISADVANTAGED CHILDREN
5,12

DISCUSSION GROUPS
23

DRAMATICS
6

DRIVER EDUCATION
21

DROPOUTS
5,11,13

DRUGS
18

DYSLEXIA
8

EARLY CHILDHOOD EDUCATION
5,6,20,24

EARTH SCIENCE
17

ECOLOGY
9

EDUCABLE MENTALLY HANDICAPPED
7,19,20

EDUCATIONAL OBJECTIVES
1,22,23

EDUCATIONAL PARKS
4

EDUCATIONAL PLANNING
1

ELECTRONICS INSTRUCTION
24

ELEMENTARY SCHOOL MATH
12

ENGLISH INSTRUCTION
see LANGUAGE ARTS

ENROLLMENT PROJECTIONS
2

ENVIRONMENTAL EDUCATION
8,9

ETHNIC STUDIES
13

EVALUATION
9,14

EXCEPTIONAL CHILDREN
5,7,8,19,20

EXTENDED SCHOOL YEAR
2

FAMILY LIFE EDUCATION
21

FILM STUDY
3

FLEXIBLE SCHEDULING
1

FOLLOW-UP STUDIES
10

FOREIGN LANGUAGE INSTRUCTION
11

GEOGRAPHY
19

GIFTED
20

GOVERNANCE
10

GRAMMAR INSTRUCTION
7

GROUPING (INSTRUCTIONAL PURPOSES)
4,5,23

HANDICAPPED
see EXCEPTIONAL CHILDREN

HEAD START
5

HEALTH EDUCATION
18,21

HEALTH OCCUPATIONS
24

HIGHER EDUCATION
10,11,22,23

HOME ECONOMICS
19,21,22

HUMANITIES
10

HYPERACTIVITY
19

INDIANS
see AMERICAN INDIANS

INDIVIDUALIZED INSTRUCTION
7,11,12,17

INSERVICE EDUCATION
2,3,11,19,22

INSTRUCTIONAL MATERIALS CENTERS
22

INTERDISCIPLINARY APPROACH
10

KINDERGARTEN CHILDREN
5

LANGUAGE ARTS
5,6,7,13

LANGUAGE LABORATORIES
11

LEARNING DISABILITIES
5,8,20

LEARNING PROCESSES
7,13

LEGAL RESPONSIBILITY
2,3,18

LIBRARIANS
11

LIBRARY TECHNICAL PROCESSES
22

LINGUISTICS
6,7

MANAGEMENT TECHNIQUES
1,10,14

MASS MEDIA
6

MATH INSTRUCTION
11,12,20

MATH LABS
12

MICROTEACHING
3,22

MIDDLE SCHOOLS
14,15

MIGRANT EDUCATION
12

MINORITIES
12,13

MOTIVATION
14,23

MULTIMEDIA INSTRUCTION
3,23

MUSIC EDUCATION
10

MYTHOLOGY
6

NATURE CENTERS
9

NATURE STUDIES
9

NONGRADED SYSTEMS
14,15

NUTRITION
22

OCCUPATIONAL CLUSTERS
25

OCCUPATIONS
24,25

OCEANOLOGY
17

OFFICE OCCUPATIONS EDUCATION
21

OPEN PLAN SCHOOLS
4

ORGANIZATIONAL DEVELOPMENT
14

OUTDOOR SCIENCE
17

PPBS (PROGRAM PLANNING BUDGETING SYSTEMS)
1

PARAPROFESSIONALS
3

PARENT-SCHOOL RELATIONSHIP
3

PARENT-TEACHER CONFERENCES
3

PASS FAIL GRADING
9

PERCEPTION
6,8,13,14,20

PERFORMANCE OBJECTIVES
22

PERSONALITY STUDIES
14

PHYSICAL EDUCATION
20,21

PHYSICS
15,16

POLLUTION
9

PRESCHOOL MATH
11

PRINCIPAL ROLE
2

PSYCHOLOGICAL CONCEPTS
13,14

PUBLIC RELATIONS
2

PURCHASING
2

QUESTIONING TECHNIQUES
24

READING
3,5,7,8,20

REMEDIAL PROGRAMS
7,8,12,14

SCHOOL LIBRARIES
22

SCIENCE INSTRUCTION
15,16,17

SECONDARY SCHOOL MATH
12

SELF-CONCEPT
4,14

SENSITIVITY TRAINING
14

SEQUENTIAL PROGRAMS
7,15

SEX EDUCATION
21

SHOP
24

SMALL SCHOOLS
1

SMOKING
18

SOCIAL STUDIES
18,19,24

SPANISH AMERICANS
13

SPECIAL EDUCATION (see also: EXCEPTIONAL CHILDREN)
19

SPEECH THERAPY
20

SPEED READING
8

SPELLING INSTRUCTION
6

STENOGRAPHY
21

STUDENT ACTIVISM
11

STUDENT RIGHTS
3

STUDENT TEACHING
22

STUTTERING
20

SUPERINTENDENTS
2

SYSTEMS APPROACH
1

TACHISTOSCOPES
6

TEACHER AIDES
see PARAPROFESSIONALS

TEACHER EDUCATION
22,23

TEACHERS
2,9

TEAM TEACHING
23,24

THEMATIC APPROACH
6

TYPEWRITING
21

UNGRADED PROGRAMS
14,15

VIDEO TAPES
3

VOCATIONAL COUNSELING
4,24

VOCATIONAL EDUCATION
4,11,19,20,24,25

WORK EXPERIENCE PROGRAMS
25

WORK STUDY PROGRAMS
11

YEAR ROUND SCHOOLS
2

CATALOG OF COMPUTERIZED SEARCHES IN EDUCATION (CAT)

The entries in this catalog have been selected from the field of questions which educational personnel have submitted to the Information Retrieval Center.

They are grouped and annotated under major topics with an index following the text to serve not only as a cross reference between major topics, but also to aid in finding very specific topics.

Select the search which most closely approximates your needs. Please print all information requested below, being sure to include:

1. Both catalog number and title of search.
2. The catalog issue number from which you have selected this search. (This appears on the cover page.)

Limit one search per request form please.

BOCS-0032 (9/72)

FOR YOUR OWN RECORDS:

Name:_____ Search Title:_____

- -

CATALOG REQUEST FORM

INFORMATION RETRIEVAL CENTER
NORTHERN COLORADO EDUCATIONAL BOARD OF COOPERATIVE SERVICES
830 South Lincoln
Longmont, Colorado 80501

Date:_____

Name: _____

Title: _____

Address: _____

_____

_____

Telephone:_____

PLEASE SEND ME THE FOLLOWING CATALOG SEARCH:

CAT NO:_____ Catalog issue no:_____

CAT TITLE:_____

BOCS-0033 (9/72)

ISSUE NUMBER
Vol. 2, No. 1

September 1972

CAP

CURRENT AWARENESS PROFILES

a service-product of the

INFORMATION RETRIEVAL CENTER

NORTHERN COLORADO EDUCATIONAL
BOARD OF COOPERATIVE SERVICES
830 South Lincoln
Longmont, Colorado 80501

CURRENT AWARENESS PROFILE (CAP)
USER'S GUIDE

WHAT IS CAP AND WHERE DOES IT COME FROM?

CAP is a product of the Information Retrieval Center of the Northern Colorado Educational Board of Cooperative Services. It is produced quarterly and is designed to represent broad areas of subjects and activities in education. A Current Awareness Profile takes advantage of the fact that material supplied by the ERIC System is collected by specialized clearinghouses and indexed according to a system of broad descriptor groups as well as specific descriptor terms. CAP titles are derived from these broad descriptor groups.

WHAT DOES A CAP LOOK LIKE AND WHAT DOES IT CONTAIN?

A CAP contains from twenty to sixty abstracts in the familiar Information Retrieval Center format. A cover page, user's guide, evaluation form, and document request form are included with all profiles. Most of the information in the CAP will be relevant to a major topic area. The user must make the judgment on the value and relevance of a particular item according to his needs and interests.

WHAT ARE SOME OF THE USES OF CAP?

The Information Retrieval Center staff suggests that CAP can serve a number of purposes. CAP may be used as a digest of activity in a field, an adjunct to ERIC Research in Education publications, an idea source for individualized searches from the Center, or as a "monitor" of educational information retrieval. We welcome suggestions from users on any aspect of the CAP material.

HOW DOES ONE SUBSCRIBE TO CAP SERVICES?

A request for CAP must be made on the Current Awareness Profile Request Form. The top half of the form lists the available CAP titles and the bottom half is completed by the user and returned to the Information Retrieval Center. The user may request as many CAP's as he or she wishes by using a separate form for each topic.

IMPORTANT

Each CAP will contain a renewal form. The user must return this form to the Center in order to receive the next quarterly update of his or her original CAP request.

CURRENT AWARENESS PROFILES (CAP)
DESCRIPTIVE ANNOTATIONS

SEARCH NO.

01001 TITLE: Administration

TEXT: This profile is a broad coverage of topics of interest to administrators at all levels and sectors of public education.

DESCRIPTORS:
- Administrative Organization
- Administrative Policy

02001 TITLE: Art Education

TEXT: Topics much broader than classroom instruction appear in this profile. The focus is, however, art in the educational setting.

DESCRIPTORS:
- Art Activities
- Art Appreciation
- Art Education
- Art Expression
- Art Materials
- Art Products
- Art Teachers
- Arts Centers

03001 TITLE: Audiovisual Materials

TEXT: In addition to materials, abstracts on devices and whole systems appear in this profile. Some overlap with the profile on A-V methods is inevitable.

DESCRIPTORS:
- Film strips
- Instructional Media
- Phonograph Records
- Tape Recordings
- Teaching Machines

04001 TITLE: Audiovisual Methods

TEXT: This profile is a companion to A-V Materials but has a distinct focus on methods for preparation, presentation, and administration of A-V products and programs.

DESCRIPTORS:
- Audiovisual Centers
- Audiovisual Instruction
- Multimedia Instruction

SEARCH NO.

05001 TITLE: Collective Negotiations

TEXT: Material in this profile includes conditions and outcomes surrounding the field of Educational Negotiations as well as descriptions of the process.

DESCRIPTORS:

Arbitration	Collective Bargaining
Collective Negotiation	Grievance Procedures
Negotiation Agreements	Negotiation Impasses
Teacher Militancy	Teacher Strikes

06001 TITLE: Counseling & Guidance

TEXT: This profile contains topics of interest to the entire guidance field including adult and vocational counseling.

DESCRIPTORS:

Counseling Services	Guidance Counseling
Guidance Services	

07001 TITLE: Curriculum Planning & Development

TEXT: The intended focus of this profile is on method and practice of curriculum planning. Other facets of curriculum development inevitably appear in the profile from this vast field.

DESCRIPTORS:

Curriculum Planning

08001 TITLE: Educational Facilities

TEXT: Coverage of innovative building design and specifications appear here. Needs and general planning are included.

DESCRIPTORS:

School Buildings	School Design

09001 TITLE: Educational Finance

TEXT: Numerous topics involving finance to a minor degree appear with general material dealing with purely financial concerns.

DESCRIPTORS:

Bond Issues	Financial Policy
School Accounting	School Support
Student Costs	Tax Support

SEARCH NO.

10001 TITLE: Elementary School Mathematics

TEXT: An abundant collection of tools, techniques and materials in this profile should be of particular value to teachers and consultants in the field.

DESCRIPTORS:
Elementary School Mathematics

11001 TITLE: Fine Arts & Humanities

TEXT: The material in this profile is related to material found in the CAP on Art Education but is broadened to include theater arts, dance, music and humanities instruction.

DESCRIPTORS:

Art	Dance
Humanities	Humanities Instruction
Music	Theater Arts

12001 TITLE: Health & Physical Education

TEXT: In this profile the reader will find material on health and physical education facilities, programs, courses, and instructional materials as well as safety education and nutrition. All instructional levels are represented including mentally handicapped.

DESCRIPTORS:

Health Education	Physical Education

13001 TITLE: Instructional Grouping & Scheduling

TEXT: Most aspects of student grouping and scheduling appear in this profile. Material covers rural and urban schools from preschool through higher education.

DESCRIPTORS:

Flexible Schedules	Flexible Scheduling
Grouping (Instructional Purposes)	Grouping Procedures
Schedule Modules	

14001 TITLE: Language Arts

TEXT: Topics in language arts appear for migrant, disadvantaged and minority population as well as the majority of students in public education.

DESCRIPTORS:
Language Arts

SEARCH NO.

15001 TITLE: Library Service & Networks

TEXT: Current activity in the field of library and information science is presented in this profile. Topics on traditional as well as innovative practice are mixed in the printouts.

DESCRIPTORS:

Library Cooperation	Library Networks
Library Science	Library Services

16001 TITLE: Mentally Handicapped

TEXT: Current developments in the education of mentally handicapped or retarded individuals cover broad field of needs and programs.

DESCRIPTORS:
Mentally Handicapped

17001 TITLE: Elementary School Science

TEXT: Materials cover a broad spectrum on resources, instruction and evaluation in the sciences at the elementary level.

DESCRIPTORS:
Elementary School Science

17002 TITLE: Secondary School Science

TEXT: Materials cover a broad spectrum on resources, instruction and evaluation in the sciences at the secondary level.

DESCRIPTORS:
Secondary School Science

18001 TITLE: Outdoor Education

TEXT: The latest developments in the field of outdoor and environmental education appear in this profile. Focus on the topic statement is particularly sharp.

DESCRIPTORS:
Outdoor Education

SEARCH NO.

19001 TITLE: Personnel

TEXT: The coverage of the personnel field is broad but fragmented in this profile.

DESCRIPTORS:

Personnel Evaluation	Personnel Needs
Personnel Policy	Personnel Selection

20001 TITLE: Physically Handicapped

TEXT: Practitioners will find broad coverage of the field. Theory and practice are freely mixed in the profile.

DESCRIPTORS:

Physically Handicapped

21001 TITLE: Planning and Evaluation

TEXT: Recent developments in applied systems analysis are strongly affecting the fields of educational planning and evaluation. Abstracts in this profile represent this development.

DESCRIPTORS:

Systems Analysis	Systems Approach

22001 TITLE: Reading Instruction

TEXT: This profile is a mixture of theory and practice in reading instruction. A fair amount of material could find direct application in the classroom.

DESCRIPTORS:

Reading Instruction

23001 TITLE: School Libraries and IMC

TEXT: New ideas, techniques and procedures are presented in this profile on school libraries and instructional material centers. New organizational patterns are discussed that will be of interest to librarians and audiovisual directors.

DESCRIPTORS:

Instructional Materials Centers - School Libraries

SEARCH NO.

24001 TITLE: Secondary School Mathematics

TEXT: The primary concern of this profile is instruction of secondary level mathematics. Other levels and topics concerning mathematics frequently appear.

DESCRIPTORS:
Mathematics Education
Secondary School Mathematics

25001 TITLE: Social Science

TEXT: Readers will find this profile to be a quick look through a keyhole at a vast field. Ideas for future searches may be found here.

DESCRIPTORS:
Social Sciences

26001 TITLE: Social Studies

TEXT: Teachers and consultants will find a fair amount of raw material for social studies programs at elementary and secondary levels.

DESCRIPTORS:
Social Studies

27001 TITLE: Student Behavior

TEXT: Recent activity in the study of the student as an important force in the educational system is collected here.

DESCRIPTORS:
Student Behavior

28001 TITLE: Student-Teacher Relationship

TEXT: The material in this profile is closely related to the CAP on Student Behavior. Practical problems and applications appear in fair number in the collection.

DESCRIPTORS:
Student Teacher Relationship

SEARCH NO.

29001 TITLE: Teaching Styles

TEXT: Teachers in all fields and specialties will find this profile to be a broad digest of techniques, styles and concerns happening in the field today. Subjects are highly varied.

DESCRIPTORS:

Teaching Procedures
Teaching Skills
Teaching Styles

30001 TITLE: Tests & Testing

TEXT: Focus is primarily on test construction and validation. Practical applications suggest fair utility in this profile.

DESCRIPTORS:

Test Construction
Test Interpretation
Test Reliability
Test Selection
Test Validity

31001 TITLE: Vocational Education

TEXT: Because of the extremely broad concern of the field of vocational education, this profile contains a small sampling of current activities based on a few limited terms.

DESCRIPTORS:

Adult Vocational Education
Area Vocational Schools
Vocational High Schools
Vocational Schools

CURRENT AWARENESS PROFILE (CAP)

Thirty-two educational topics for current awareness profiles (CAP) are listed below. The contents of each topic, when searched by the computer, will provide an overview of the subject requested. The current awareness is a quarterly review of educational activity in a particular field.

01001	Administration	16001	Mentally Handicapped
02001	Art Education	17001	Elementary School Science
03001	Audiovisual Materials	17002	Secondary School Science
04001	Audiovisual Methods	18001	Outdoor Education
05001	Collective Negotiations	19001	Personnel
06001	Counseling & Guidance	20001	Physically Handicapped
07001	Curriculum Planning & Development	21001	Planning & Evaluation
08001	Educational Facilities	22001	Reading Instruction
09001	Educational Finance	23001	School Libraries & IMC
10001	Elementary School Math	24001	Secondary School Math
11001	Fine Arts & Humanities	25001	Social Science
12001	Health & Physical Ed.	26001	Social Studies
13001	Instructional Grouping & Scheduling	27001	Student Behavior
14001	Language Arts	28001	Student-Teacher Relationship
15001	Library Service & Networks	29001	Teaching Styles
		30001	Tests & Testing
		31001	Vocational Education

List the number and title of the current awareness profile (CAP) desired on the request form below. PLEASE PRINT.

BOCS-0028 (9/72) FOR YOUR OWN RECORDS

Name:_____ Search Title:_____

- -

CURRENT AWARENESS PROFILE REQUEST FORM

INFORMATION RETRIEVAL CENTER
NORTHERN COLORADO EDUCATIONAL BOARD OF COOPERATIVE SERVICES
830 South Lincoln
Longmont, Colorado 80501

Date:_____

Name:_____

Title:_____ _____

Address:_____

_____

_____

Telephone:_____

PLEASE SEND ME THE FOLLOWING CURRENT AWARENESS SEARCH:

CAP NO.:_____

CAP TITLE:_____

BOCS-0029 (9/72)

INDIVIDUALIZED SEARCH IN DEPTH (SID)

WHAT IS SID?

Individualized SEARCH IN DEPTH is a service of the Information Retrieval Center reserved for those questions so specialized or complex as to require the individual attention of a member of the professional Retrieval Staff. A completed search contains computer printed references to resources in the educational literature. In order to best serve a wide range of requesters, three unique SID types have been developed:

SID/RIE - SEARCH IN DEPTH ON RESEARCH IN EDUCATION

Individualized RIE searches are retrieved from an automated data base containing over 50,000 abstracts of doctoral theses, project reports and research documents compiled at subject area clearinghouses throughout the ERIC network.

SID/CIJE - CURRENT INDEX TO JOURNALS IN EDUCATION

Individualized CIJE searches are retrieved from a data base containing over 53,000 journal entries. These periodical materials appear as bibliographic citations, some including annotations. SID/CIJE profiles may support SID/RIE's or serve as independent searches.

SID/AIM-ARM - ABSTRACTS OF INSTRUCTIONAL MATERIALS, ABSTRACTS OF RESEARCH AND RELATED MATERIALS IN VOCATIONAL AND TECHNICAL EDUCATION

Individualized AIM/ARM profiles may include abstracts of materials typically designed for teacher or student classroom use. Materials may also be directed to researchers, supervisors, teacher trainers, or curriculum developers - all in the areas of vocational/technical education.

When the Information Retrieval Center determines that no one SID data base will meet the needs of a specific request, the staff, at their discretion, may offer the requester a combination of SID's. At the indication of the requester, a search may be run on more than one data base at a proportionate charge.

HOW DOES ONE REQUEST A SID?

Use the attached SID form. Print or type your request.

The most important factor in obtaining relevant information on your requested topic is effective communication with the Information Retrieval Center. Please think through the request thoroughly and fill in the form completely.

HOW LONG DOES IT TAKE?

The time required to complete a SID varies with the nature of the request and the amount of available information in the field. Average time required is from two to three weeks.

NOTE: THE REQUESTER AND/OR THE REMOTE CENTER SHOULD MAKE A COPY OF THE ORIGINAL REQUEST FOR THEIR OWN RECORDS.

INDIVIDUALIZED SEARCH IN DEPTH
(SID)

INFORMATION RETRIEVAL CENTER

NORTHERN COLORADO EDUCATIONAL
BOARD OF COOPERATIVE SERVICES
830 South Lincoln
Longmont, Colorado 80501

DATE RECD_____
P.O. DATE_____
INFO.SPEC._____
DATE LOGGED_____
CHG._____
AMT._____
P.O. #_____
INV.#_____
DATA BASE REQUESTED
_____
MAIL INSTR._____
_____
DATE MAILED_____

PLEASE PRINT

NAME:_____ DATE:_____

POSITION/TITLE:_____ TELEPHONE:_____

ORGANIZATION(SCHOOL/DISTRICT):_____ IS THIS YOUR FIRST REQUEST?

_____ ( ) YES ( ) NO

MAILING ADDRESS:_____

CITY_____ STATE_____ ZIP_____

REQUEST SUBMITTED BY: (IF DIFFERENT FROM ABOVE)

NAME:_____

POSITION/TITLE:_____

DIST. ENROLLMENT

___25,000 or more
___10,000 to 24,999
___5,000 to 9,999
___2,500 to 4,999
___1,000 to 2,499
___under 1,000

THE MOST IMPORTANT FACTOR IN OBTAINING RELEVANT INFORMATION ON YOUR TOPIC IS EFFECTIVE COMMUNICATION OF YOUR NEED TO THE INFORMATION RETRIEVAL CENTER. PLEASE THINK YOUR REQUEST THROUGH THOROUGHLY AND FILL IN THIS FORM COMPLETELY. CARE TAKEN AT THIS POINT WILL HAVE CONSIDERABLE EFFECT ON THE QUALITY OF THE INFORMATION YOU RECEIVE.

WHAT IS THE MAJOR SUBJECT AREA OF YOUR REQUEST?

TITLE:_____

WHICH OF THE FOLLOWING LEVELS APPLY TO YOUR TOPIC?

( ) PRE-PRIMARY	( ) ELEMENTARY	( ) JUNIOR COLLEGE
( ) KINDERGARTEN	( ) JUNIOR HIGH	( ) COLLEGE
( ) PRIMARY	( ) SENIOR HIGH	( ) GRADUATE
( ) INTERMEDIATE	( ) SECONDARY	( ) HIGHER ED.

( ) ADULT
( ) PROFESSIONAL
( ) NO LEVEL
( ) OTHER (Please Define)

(OVER)

WHAT IS THE GENERAL PURPOSE OF YOUR INFORMATION SEARCH?

( ) PROPOSAL DEVELOPMENT
( ) PROJECT OPERATION
( ) CURRICULUM DEVELOPMENT
( ) ADMINISTRATIVE MANAGEMENT
( ) INSTRUCTIONAL IMPROVEMENT
( ) THESIS/DISSERTATION
( ) COURSE REVIEW OF LITERATURE
( ) INSERVICE TRAINING
( ) SCHOOL/COMMUNITY RELATIONS (COMMUNICATIONS)
( ) OTHER_____

DESCRIBE YOUR SPECIFIC INFORMATION NEEDS IN YOUR OWN WORDS, CONSIDERING THE INFORMATION INDICATED BY YOUR CHOICES AS CHECKED. BE AS SPECIFIC AS POSSIBLE.

IF POSSIBLE, LIST AUTHORS' NAMES, PROJECT/PROGRAM TITLES, ED NUMBERS, DESCRIPTIVE TERMS, AND ANY OTHER PERTINENT INFORMATION WHICH MAY BE HELPFUL SEARCH KEYS TO THE RETRIEVAL STAFF.

_____

_____

_____

- - - - - - -PLEASE DO NOT WRITE BELOW THIS LINE- - - - - - - -

DATA BASE SEARCHED:
RIE_____
CIJE_____
A/A_____
MANUAL_____

DATA BASE MATERIAL SENT:
RIE_____
CIJE_____
A/A_____
MANUAL_____

PLEASE MAKE A COPY OF THIS REQUEST FORM FOR YOUR RECORDS.

ISSUE NUMBER
Vol. 2, No. 1

September 1972

SID

INDIVIDUALIZED SEARCH IN DEPTH

a service-product of the

INFORMATION RETRIEVAL CENTER

NORTHERN COLORADO EDUCATIONAL
BOARD OF COOPERATIVE SERVICES
830 South Lincoln
Longmont, Colorado 80501

INFORMATION PRODUCTS AVAILABLE FROM NCEBOCS INFORMATION RETRIEVAL CENTER

PET - PACKETS OF EDUCATIONAL TOPICS

Packet titles represent a sampling of selected periodical articles providing general background information pertaining to broad topic areas.

CAT - CATALOG OF COMPUTERIZED SUBJECT SEARCHES

CAT profiles contain abstracts from Research in Education, an ERIC publication including "fugitive literature." CAT searches include materials relevant to a specific portion of a general subject.

CAP - CURRENT AWARENESS PROFILES

Current Awareness Profiles are designed to give the information requester a broad, but not necessarily comprehensive, coverage of major educational areas of interest, to keep him up-to-date on happenings in a major field. CAP input comes from most recent RIE abstracts, and offers quarterly updates.

SID/RIE - SEARCH IN DEPTH ON RESEARCH IN EDUCATION

Individualized RIE searches are retrieved from an automated data base containing over 50,000 abstracts of doctoral theses, project reports and research documents compiled at subject area clearinghouses throughout the ERIC network.

SID/CIJE - CURRENT INDEX TO JOURNALS IN EDUCATION

Individualized CIJE searches are retrieved from a data base containing over 53,000 journal entries. These periodical materials appear as bibliographic citations, some including annotations. SID/CIJE profiles may support SID/RIE's or serve as independent searches.

SID/AIM-ARM - ABSTRACTS OF INSTRUCTIONAL MATERIALS, ABSTRACTS OF RESEARCH AND RELATED MATERIALS IN VOCATION AND TECHNICAL EDUCATION

Individualized AIM/ARM profiles may include abstracts of materials typically designed for teacher or student classroom use. Materials may also be directed to researchers, supervisors, teacher trainers, or curriculum developers - all in the areas of vocational/technical education.

For those requesters not receiving information products on a no-cost basis, the following price structure per title

is currently in effect:

PET	$12.00
CAT	$12.00
CAP	$12.00
SID/RIE	$17.00
SID/CIJE	$14.00
SID/AIM-ARM	$10.00

Product prices include mailing costs within the U.S.

Additional copies of this edition of the GUIDE TO IRC SERVICES are available from NCEBOCS at $2.00 each.

Mail or phone orders for product requests and/or copies of the GUIDE to:

NORTHERN COLORADO EDUCATIONAL
BOARD OF COOPERATIVE SERVICES
830 South Lincoln
Longmont, Colorado 80501

Attention: Information Retrieval

ADDITIONAL N.C.E.BOCS. PRODUCTS

INSTRUCTIONAL PRODUCTS AVAILABLE FROM NCEBOCS PERSONALIZED INSTRUCTION CENTER

Personalized instruction offers teacher-prepared teaching alternatives for use with kids to supplement their learning opportunities.

IMM-EM - Ideas for Manipulative Materials: Elementary Math

IMM-EM offers an integrated approach to learning concepts, skills, and content materials. Designed for accessibility and flexibility, IMM-EM is presented as a multi-index package of idea cards.

COLAMDA Teacher Idea Cards and Student Activity Packets

COLAMDA grew from concerned teachers developing effective learning aids for unconcerned kids, specifically for low achievers in mathematics at the secondary level. The COLAMDA concept expanded to include workshops offering inservice training techniques for teachers as well as continued development of workable products for kids.

Supportive supplies for preparing concrete learning materials are also listed with unit prices below.

Product Description	Unit Price
IMM-EM Ideas for Manipulative Materials: Elementary Math	$14.50
[*COLAMDA Teacher Idea Cards *COLAMDA Student Activity Packets]	$27.10

*All COLAMDA materials are sold only to workshop participants and/or for reference purposes.

SUPPORTIVE SUPPLIES:

3/4" Hardwood Cubes (500/bag)	$7.85
#63 Blank Playing Cards, Buff (500/box)	$1.85
#63 Blank Playing Cards, White (500/box)	$1.85
#63 Blank Playing Cards, Yellow (500/box)	$1.85
#63 Blank Playing Cards, Blue (500/box)	$1.85
#63 Blank Playing Cards, Green (500/box)	$1.85
#63 Blank Playing Cards, Pink (500/box)	$1.85

A career-oriented mathematics program to supplement curriculum in the secondary level classroom and in related vocational/technical classrooms is being produced and will be field-tested during Fall, 1972.

For free order forms/additional information, contact:

NORTHERN COLORADO EDUCATIONAL
BOARD OF COOPERATIVE SERVICES
830 South Lincoln
Longmont, Colorado 80501

Attention: Personalized Instruction

ADDITIONAL NCEBOCS PRODUCTS

OCCASIONAL PAPERS AVAILABLE FROM NCEBOCS

Papers are prepared by staff members, using Information Retrieval Center services and data bases. Prices are indicated per title. Order information appears below listings.

ACCOUNTABILITY IN EDUCATION briefly reviews interpretations and directions of the "accountability role" surging in education.

Includes sample definitions of the concept, suggests tools, discusses national assessment, mentions "educational auditing", presents "performance contracting", offers reactions of educational professionals, directs attention toward student benefits.

Price per copy: $2.00

DIFFERENTIATED STAFFING "...a personnel design and system of organizations that seeks to make more effective and efficient use of human and nonhuman resources..."

Includes multi-definitions of the concept, discusses factors influencing the need for change in school organization, points out considerations for planning staff differentiation, provides background and summaries of existing models, lists problems encountered through implementation.

Price per copy: $2.00

PPBS - PROGRAM-PLANNING-BUDGETING SYSTEM entails formalizing management procedures for established objectives, forecasting, planning for the future, and developing standards and output measures.

Includes history and definitions of the concept in the U.S., discusses relationship to educational administration, provides data on existing programs, and presents rationale for adoption of system.

Price per copy: $3.00

IMPACT OF YEAR-AROUND SCHOOLS ON AMERICAN EDUCATION presents various approaches and plans for utilizing school facilities and staff on a year-around basis.

Describes 10 plans: Trimester, Quadrimester, Rotating/Staggered Four-Quarter, Continuous Four-Quarter, Continuous Progress, Multiple Trails, Extended K-12, Summer School, 45-15 Continuous School, and Flexible All-Year Plan.

Price per copy: $3.00

Mail orders to:

NORTHERN COLORADO EDUCATIONAL
BOARD OF COOPERATIVE SERVICES
830 South Lincoln
Longmont, Colorado 80501

Attention: Occasional Papers

Mailing and handling charges will be added to each order.
Requesters will be billed.

- -

PRICES LISTED FOR ALL NCEBOCS PRODUCTS ARE SUBJECT TO CHANGE DUE TO DEVELOPMENT AND PRODUCTION COSTS. REQUESTERS WILL BE NOTIFIED OF SUCH CHANGES AS THEY PERTAIN TO INDIVIDUAL REQUESTS.

- -

NORTHERN COLORADO EDUCATIONAL
BOARD OF COOPERATIVE SERVICES

830 South Lincoln Longmont, Colorado 80501 Phone 772-4420

nceboc s

April 1972

MEMO TO: All Higher Education Personnel and Students

FROM: William H. McCleary, Director, and
Romie G. Lundquist, Assistant Director,
Information Retrieval Center

SUBJECT: Change in Price Structure for All Requests
Submitted to the Information Retrieval Center

Due to the loss of federal funding, the continued rise in cost of supplies, and the added information resources now available, the Information Retrieval Center of the Northern Colorado Educational Board of Cooperative Services finds it necessary to raise the prices of its products.

With your next request, the following prices will be in effect:

PET - Packets of Educational Topics - $12.00
CAP - Current Awareness Profiles - 12.00
CAT - Catalog of Educational Topics - 12.00
SID - Search in Depth (not to exceed) - 17.00
SID requests will include:
RIE, as before, OR
CIJE's annotated bibliographies, OR
AIM & ARM's Vocational Educational Information, OR
any combination of these sources according to the discretion of the Information Retrieval Specialist.
SID requests may be submitted separately:
SID - RIE - $17.00/search
SID - CIJE - 14.00/search
SID - AIM & ARM - 10.00/search

(Payment or Purchase Order must accompany each of the requests)

The staff of the Information Retrieval Center appreciates your interest in our services and will continue to provide these quality products.

Sincerely,

William H. McCleary

William H. McCleary, Director

Romie G. Lundquist

Romie G. Lundquist, Assistant Director
Information Retrieval Center

WHM/dr
Enclosure

TECHNICAL ASSISTANCE PROJECT MONTHLY REPORT NO. 29
FEBRUARY 1973

STATISTICAL INFORMATION:

TOTAL Number Requests Received - 107
TOTAL ERIC Requests Received - 96
TOTAL ERIC Requests Processed - 70
TOTAL LOCAL Requests Received - 11
TOTAL LOCAL Requests Completed - 7

TOTALS:

ERIC Requests to Date - 2,870
To Date 1973 - 169

REQUESTS ANALYZED PER CENTER - BY NUMBER, REQUESTER, AND SUBJECT MATTER

	N.U.	C.S.A.	S.W.	S.E.A.	S.E.	OGDEN	TOTALS
ERIC							
Field Agent	3	1	7	30	12	37	90
District Agt.	0	0	3	0	3	0	6
LOCAL	1	8	2	0	0	0	11
	4	9	12	30	15	37	107

Superintendents	0	0	0	0	0	3	3
Principals	0	2	2	0	1	7	12
Teachers	1	4	6	0	0	8	19
Specialists	3	0	0	27	1	1	32
Coord/Dir.	0	1	3	1	8	14	27
Miscellaneous	0	2	1	2	5	4	14
TOTALS	4	9	12	30	15	37	107

SUBJECT MATTER BY CENTER

S.E.A.

Bus. Edu. - 1
Chemistry - 1
Coll. Neg. - 1
Cont. Prog. Plan. - 1
Deaf Edu. - 2
Discipline - 1
Early Child. Edu. - 1
Eval. Diff. - 1
Incidental learn. - 1
Language - 1
Language Arts - 1
Leadership - 1
Math - 3
Mentally Handi. - 1
Motor Perform. - 1
Open Class - 1
Perform. Contract. - 1
School Finance - 1
Sibling Rivalry - 1
Spec. Edu. Teach. - 1
Spelling - 1
Teacher Aides - 1
Testing - 1
Violence Res. - 1
Vocational Math - 1
Work Ethic - 1
Year Round Sch. - 1

S.W.

Admin. - 1
Curr. - 3
Debate - 3
Driver Edu. - 1
Learn. Dis. - 2
Public Rel. - 1
Testing - 1

OGDEN

Art - 1
Comm. Sch. - 1
Ear. Edu. - 1
Eng. - 1
Handwriting - 1
Health - 2
Learn. Dis. - 1
Library Skills - 5
Literacy - 1
Maintenance - 3
Math - 11
Media - 3
Pollution - 1
P.T.S.A. - 1
Reading - 1
Teach. Load - 3

S.E.

Beh. Mod. - 1
Career Edu. - 1
Elem. Edu. - 3
Handi. tea. - 1
Hearing - 1
Human. Edu. - 1
Learning - 1
Psy. Ser. - 1
Sec. Edu. - 1
Speech - 1
Staffing - 1
Transport. - 1

C.S.A.

Grading - 1
Homes - 1
Media Talk - 1
Reading - 2
Social St. - 4

N.U.

Evaluation of Listed Programs - 1
Math - 1
Self-Concept in Rural Schools - 1
Spec. Edu.- in Rural Schools - 1

Subject Matter Categories (totals): Combined totals in Repetitive Areas this month.
Top Three Request Areas for the Project: Math, Library Skills, Social Studies

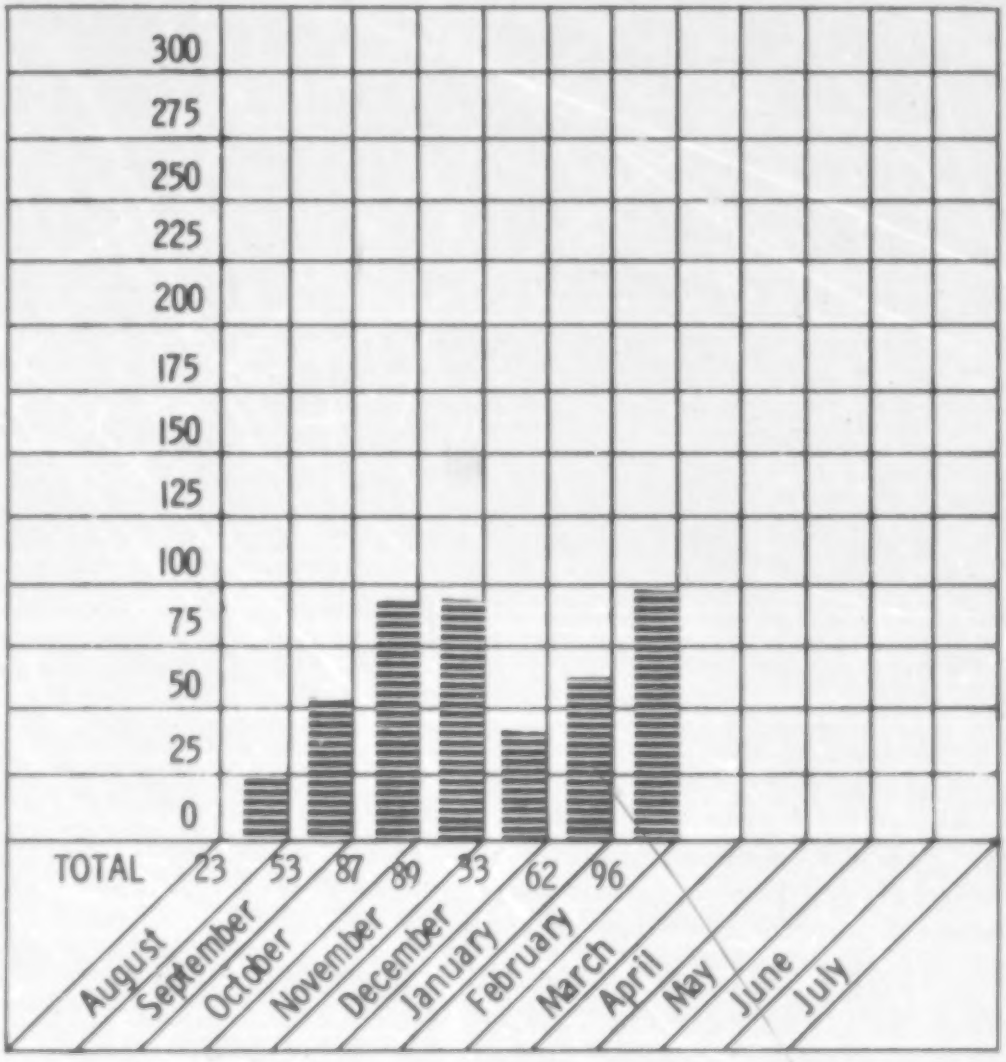
MICROFICHE CIRCULATION

Number of Individual Fiche Distributed	OGDEN	N.U.	C.S.A.	S.W.	S.E.A.	S.E.	Total	Running Total Since June, 1971
February	0	24	0	0	37	23	84	2,947

BEST COPY AVAILABLE

Number of ERIC Requests Received during Project's Second Working Year

1972-73 Requests



Monthly Report for January, 1973

BEST COPY AVAILABLE

	Current Month	Running Total Since Jan., 1972	Running Total Since July, 1970
II. Microfiche' Distribution:			
Microfiche' duplicated	108	2,086	3,598
III. Requests for Automated Information Retrieval based on the ERIC Data Base:			
A. Educational practitioners (includes teachers and librarians K-12)	222	3,420	8,187
B. Educational Decision Makers (includes superintendents, assistant superintendents, project directors, principals, consultants)	240	4,400	11,554
C. Research and Development Specialists	14	484	738
D. Information Specialists and Dissemination Specialists	21	977	2,761
E. State Department Officials	11	469	1,537
F. Others (includes college and graduate students, college professors, USOE officials)	14	397	1,378
TOTAL RIP	522	10,147	26,155

IV. Requests from Regional Information Retrieval Networks:

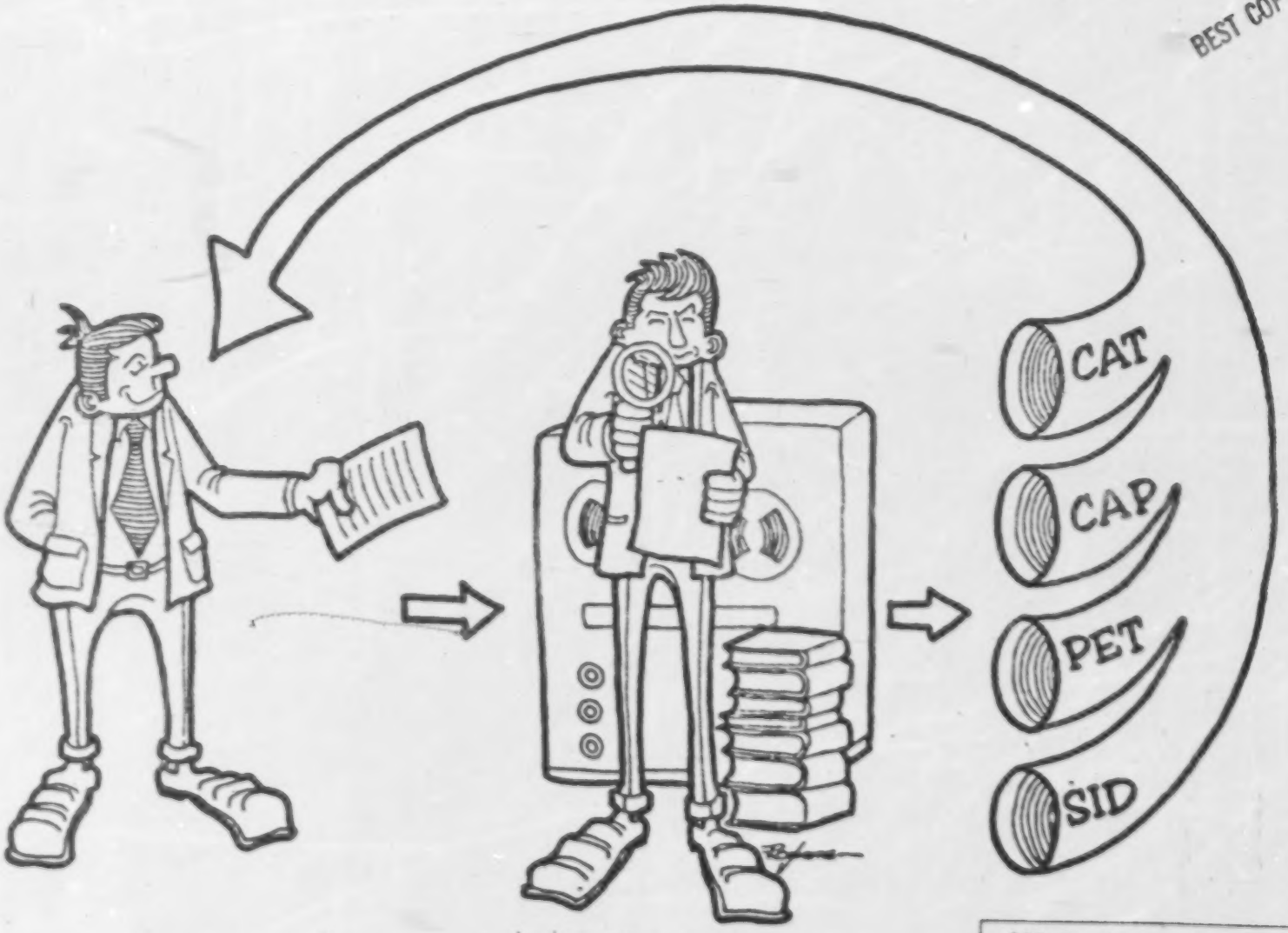
	PET	CAP	CAT	SIO			
*Colorado	35	20	63	126	244	3,401	9,558
**Idaho	14	5	6	4	29	743	1,596
**Kansas	0	0	0	0	0	607	775
**Montana	3	0	10	8	21	31	49
***NERCOE	0	0	0	0	0	417	690
*Oregon	7	0	14	0	21	610	2,428
**No. Dakota	0	0	0	0	0	1	1
*So. Dakota	5	14	23	10	52	964	2,075
**Texas	0	0	0	0	0	79	167
*Utah	15	4	4	3	26	1,516	4,466
*Washington	10	7	12	35	64	1,146	2,778
*Wyoming	5	3	15	16	39	394	973
Other	9	2	12	3	26	238	599
TOTAL	103	55	159	205	522	10,147	26,155

* - WAVE I - Since July of 1970
** - WAVE II - Since July of 1971

Northern Colorado Educational BOCS

INFORMATION RETRIEVAL CENTER

BEST COPY AVAILABLE



REQUESTOR

INFORMATION RETRIEVAL STAFF

830 South Lincoln Street
Longmont, Colorado 80501
Phone: (303) 772- 4420

Why have Information Retrieval for Educators?

- TO LINK THE INFORMATION EXPLOSION OF

  * RESEARCH REPORTS AND DOCUMENTS,
  * COMMERCIALLY PRODUCED CLASSROOM MATERIALS,
  * EDUCATIONAL PERIODICALS,
  * ADVERTISEMENTS OF INNOVATIVE TRENDS AND PRACTICES.

- WITH EDUCATIONAL PRACTITIONERS:

  * CLASSROOM TEACHERS/PROFESSORS
  * SPECIALISTS/CONSULTANTS
  * ADMINISTRATORS/PROJECT DIRECTORS
  * GRADUATE STUDENTS/TEACHER TRAINERS
  * SCHOOL BOARD MEMBERS/COMMUNITY STUDY GROUPS
  * STATE DEPARTMENT OFFICIALS/USOE OFFICIALS
  * LOCAL, STATE, OR REGIONAL EDUCATIONAL AGENCIES.

What does the NCEBOCS I. R. Center offer?

- A STAFF OF INFORMATION SPECIALISTS AND REFERENCE LIBRARIANS WHO CONDUCT AUTOMATED AND MANUAL SEARCHES OF VARIOUS DATA BASES TO MEET REQUESTERS' NEEDS

- SUPPORT STAFFS OF DATA PROCESSING SPECIALISTS AND CLERICAL PERSONNEL

- UNIQUE EDUCATIONAL INFORMATION PRODUCTS INCLUDING:

  * PET (PACKETS OF EDUCATIONAL TOPICS),
  * CAT (CATALOG OF COMPUTERIZED SUBJECT SEARCHES),
  * CAP (CURRENT AWARENESS PROFILES),
  * SID (INDIVIDUALIZED SEARCHES IN-DEPTH).

Who does this Information Retrieval Center serve?

- EDUCATIONAL REQUESTERS OF NCEBOCS MEMBER SCHOOL DISTRICTS,
- REQUESTERS FROM A NETWORK OF STATES AND REGIONS ACROSS THE U.S.,
- INDIVIDUALS WILLING TO PAY A NOMINAL FEE FOR EDUCATIONAL INFORMATION PRODUCTS.

EDUCATIONAL INFORMATION RETRIEVAL IS ONE OF MANY PROGRAMS AND SERVICES OFFERED BY NORTHERN COLORADO EDUCATIONAL BOARD OF COOPERATIVE SERVICES.

For Further Information, Contact:

COORDINATOR OF INFORMATION SERVICES
NORTHERN COLORADO EDUCATIONAL BOCS
830 SOUTH LINCOLN
LONGMONT, COLORADO 80501
PHONE (303) 772-4420

WHO'S "ERIC"?

ERIC WAS DESIGNED AND SUPPORTED BY THE U.S. OFFICE OF EDUCATION TO PROVIDE READY ACCESS TO RESULTS OF EXEMPLARY PROGRAMS, RESEARCH AND DEVELOPMENT EFFORTS, AND RELATED INFORMATION THAT CAN BE USED IN DEVELOPING MORE EFFECTIVE EDUCATIONAL PROGRAMS.

THROUGH A NETWORK OF SPECIALIZED CENTERS OR CLEARINGHOUSES, EACH OF WHICH IS RESPONSIBLE FOR A PARTICULAR EDUCATIONAL AREA, CURRENT SIGNIFICANT INFORMATION IS MONITORED, ACQUIRED, EVALUATED, ABSTRACTED, INDEXED, AND LISTED IN ERIC REFERENCE PRODUCTS.

IN ADDITION, EACH CLEARINGHOUSE PRODUCES NEWSLETTERS, BULLETINS, INTERPRETATIVE SUMMARIES, RESEARCH REVIEWS, AND BIBLIOGRAPHIES.

WHAT IS 'ERIC'?

- A NATIONAL INFORMATION SYSTEM
- A SOURCE OF DOCUMENTS ON EDUCATION
- A NETWORK OF DECENTRALIZED INFORMATION CENTERS

WHAT DOES 'ERIC' DO?

- COLLECTS, SCREENS, ORGANIZES, AND DISSEMINATES REPORTS
- FURNISHES COPIES OF EDUCATIONAL DOCUMENTS AT NOMINAL COSTS
- PREPARES INTERPRETATIVE SUMMARIES, RESEARCH REVIEWS, AND BIBLIOGRAPHIES ON CRITICAL TOPICS IN EDUCATION
- SERVICES DECENTRALIZED INFORMATION CENTERS THROUGHOUT THE COUNTRY.

"We believe the day is not far distant when the ERIC network will link universities, professional organizations, school systems, boards of education--the entire educational community to speed all research results to places where they are needed and when they are needed. That is our goal."

--Lee G. Burchinal, Assistant Commissioner
National Center for Educational Communication

What are ERIC'S reference tools?

- THESAURUS OF ERIC DESCRIPTORS...A structured vocabulary of approximately 5,000 educational terms used to index and enter documents into the ERIC System and to assist users in searching the system.

- RESEARCH IN EDUCATION (RIE)...A monthly abstract journal reporting recently completed research reports, descriptions of outstanding programs, and other documents of educational significance--also includes a section on newly funded research projects supported by the U.S. Office of Education--indexed by subject, author or investigator, and institution. Each year a semiannual and an annual cumulative index for RESEARCH IN EDUCATION are also available.

- CURRENT INDEX TO JOURNALS IN EDUCATION (CIJE)...A new monthly guide to the periodical literature, with coverage of more than 500 major educational and education-related publications--includes a main entry section with annotations, and is indexed by subject and author. Semiannual and annual cumulative indexes are also available.

- ABSTRACTS OF INSTRUCTIONAL MATERIALS/RESEARCH AND RELATED MATERIALS IN VOCATIONAL AND TECHNICAL EDUCATION (AIM/ARM)...A quarterly abstract journal of vocational/technical educational materials, including instructional materials and research documents directed to teacher trainers or supervisors, educational specialists, and curriculum developers.

What's in ERIC'S special collections?

- OFFICE OF EDUCATION RESEARCH REPORTS, 1956-1965...Research reports received before the publication of RESEARCH IN EDUCATION--compiled in two volumes: RESUMES and INDEXES of reports by author, institution, subject, and report numbers.

- PACESETTERS IN INNOVATION...Volumes for FISCAL YEARS 1966, 1967, and 1968 include resumes of Title III ESEA projects to advance creativity in education--indexed by subject, local educational agency, and project number. Volume for FISCAL YEAR 1969 includes resumes of continuing Title III projects and those newly funded in fiscal year 1969.

- MANPOWER RESEARCH: INVENTORY FOR FISCAL YEARS 1966-1967 and 1968...Prepared for the Interagency Committee on Manpower Research--each volume contains selected abstracts and indexes for research reports supported by member agencies.

- ERIC CATALOG OF SELECTED DOCUMENTS ON THE DISADVANTAGED...Bibliography of reports--up to 1966--dealing with the special needs of the disadvantaged. In two volumes: NUMBER AND AUTHOR INDEX and SUBJECT INDEX.

- SELECTED DOCUMENTS IN HIGHER EDUCATION...A number and subject index covering 845 documents--up to 1966.

FOR INFORMATION ON DOCUMENT AVAILABILITY, WRITE:

ERIC DOCUMENT REPRODUCTION SERVICE
P.O. DRAWER O
BETHESDA, MARYLAND 20014

The ERIC System

ERIC:

Education Resources Information Center, a nationwide system for collecting, abstracting, indexing, storing and disseminating papers, reports, etc., in the field of education.

CENTRAL ERIC:

The main coordinating office of ERIC, located in Washington, D.C., at the U.S. Office of Education.

CLEARINGHOUSE:

Any of 19 offices handling research information pertaining to a given facet of education.

LEASCO-ERIC TAPES:

The contractor responsible for merging the document resources at all clearinghouses and for preparing the monthly magnetic tapes from which Research In Education (RIE) and Current Index to Journals in Education (CIJE) are printed.

THESAURUS:

A collection of descriptors published by Central ERIC; to be used as an authority when storing and searching for documents; arranged alphabetically.

Educational Data Bases

RIE:

Research In Education, an abstracting journal of education documents, issued monthly.

CIJE:

Current Index to Journals in Education-A monthly publication which indexes and cites articles appearing in 500+ education-related journals.

AIM/ARM:

Abstracts of Instructional Materials and Research and Related Materials in Vocational and Technical Education-A quarterly abstract journal of vocational/technical educational materials including instructional and research-related documents.

SPECIAL COLLECTIONS:

From time to time, ERIC produces a special collection of documents. An index-resume volume (s) is prepared and documents cited are available, singly or as a complete set, in microfiche or hardcopy.

Information Product Components

PROFILE:

A collection of ERIC abstracts searched relevant to a particular request, and processed for the requester as an information product.

BIBLIOGRAPHY:

A listing, sometimes annotated, of suggested additional readings from educational periodical articles.

RETRIEVAL NUMBER:

A user number, assigned solely to each individual SID request.

ORDER NUMBER:

A number assigned to each CAT, CAP or PET title.

DOCUMENT:

Research papers, studies, dissertations, curriculum studies, etc., that have been put into the ERIC system.

ABSTRACT:

The informative summary citing each document in RIE, and appearing on the first page of each document.

REPORT NUMBER:

That number assigned to each document abstracted and used for ordering ERIC documents. Such numbers are prefaced by ED, EJ, AI, or AR to indicate collection of materials.

DESCRIPTORS:

Terms used to index and retrieve documents (i.e., subject headings--program budgeting, behavioral objectives, teacher evaluation).

RESUME:

Contains not only the abstract, but also cataloging information about the document-author, title, institution, etc. and the descriptors used for indexing the document citation in RIE.

IDENTIFIERS:

Names of projects, geographic locations and the like used to index and retrieve documents (e.g., ESEA Title I, Project PLAN, IPI, cuisenaire rods).

AUTHORS:

Those authors known to be active in fields of educational interest (e.g., Popham -- educational objectives, Lessinger -- accountability, Holt -- classroom innovations).

INSTITUTIONS:

Recognized sources for documents related to a particular educational field (e.g., University of Wisconsin--center for cognitive learning, University of Chicago--evaluation, research.

TURNAROUND TIME:

The amount of tice measured by this Center in days (excluding weekends) which occurs between the date a request is received by the Center and the date it is mailed from the Center to the requester.

DOCUMENT REQUEST FORM:

That form accompanying each CAT, CAP or SID profile from which the requester may order full documents in microfiche of abstracts appearing in the information profile.

EVALUATION FORM:

That form accompanying each information profile seeking feedback information from the requester regarding relevancy and usefulness of material received.

Full Document Information

HARDCOPY:

Documents printed by a contracted firm on paper large enough for easy reading, collated with a cover, 70% type size.

MICROFICHE:

Microfilm cards measuring 4" x 6", containing up to 70 pages of information per microfiche, available from ERIC Document Reproduction Service, Post Office Drawer O, Bethesda, Maryland 20014.

MICROFICHE READER:

A machine for reading each page of a microfiche.

MICROFICHE READER-PRINTER:

A reader that also can print a photocopy of eacn page of the document. (Fiche to hardcopy).

MICROFICHE-DUPLICATOR:

Reproduces Microfiche (fiche to fiche).

Information Staff/ Requesters

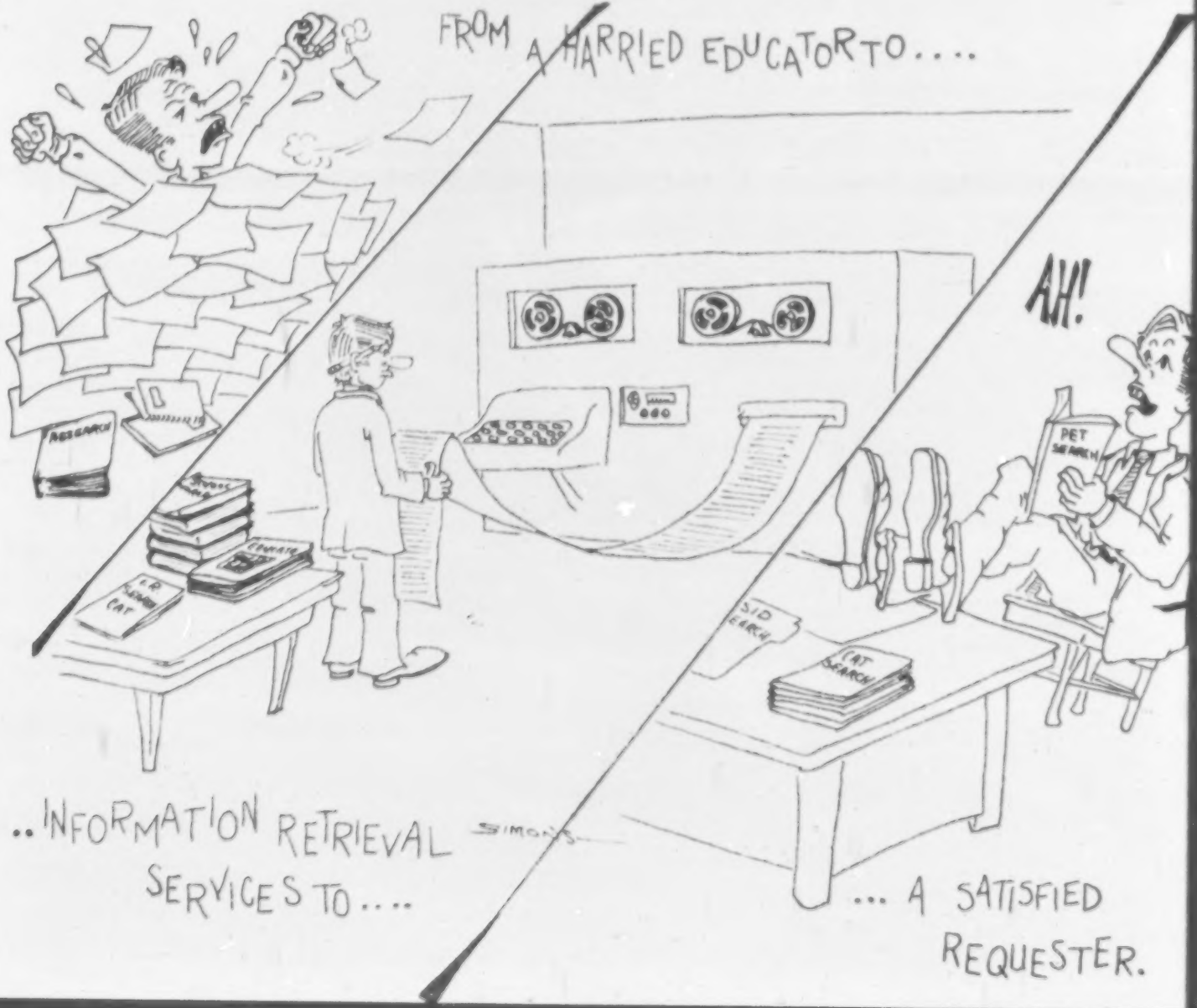
BEST COPY AVAILABLE

REQUESTER:

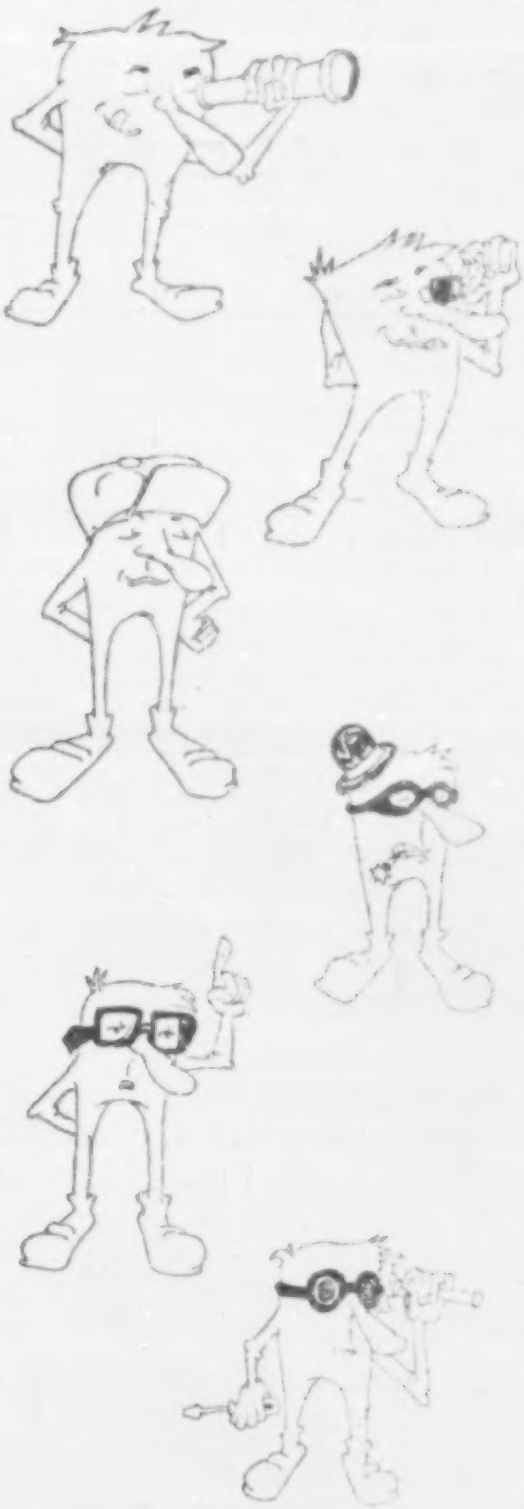
An educator who requests information about an education topic or idea from the Information Retrieval Center. Requesters may range from classroom teachers or paraprofessionals to administrators, higher education professors or graduate students.

INFORMATION SPECIALIST/REFERENCE LIBRARIAN:

An Information Retrieval staff member who interprets requests received by the Center, and who writes "logics" (search strategies) to retrieve information from the automated data base, relevant to those requests. Staff reference librarians also use university, local and interlibrary loan facilities and services to fulfill requests.



INFORMATION PRODUCTS AVAILABLE FROM NCEBOCS INFORMATION RETRIEVAL CENTER



PET = PACKET OF EDUCATIONAL TOPICS

Packet titles represent a sampling of selected periodical articles providing general background information pertaining to broad topic areas.

CAT = CATALOG OF COMPUTERIZED SUBJECT SEARCHES

CAT profiles contain abstracts from Research In Education, an ERIC publication including "fugitive literature." CAT searches include materials relevant to a specific portion of a general subject.

CAP = CURRENT AWARENESS PROFILES

Current Awareness profiles are designed to give the information requestor a broad, but not necessarily comprehensive coverage of major educational areas of interest, to keep him up-to-date on happenings in a major field. CAP input comes from most recent RIE abstracts, and offers quarterly updates.

SID/RIE = SEARCH IN-DEPTH ON RESEARCH IN EDUCATION

Individualized RIE searches are retrieved from an automated data base containing approximately 50,000 abstracts of doctoral theses, project reports and research documents compiled at subject area clearinghouses throughout the ERIC network.

SID/CIJE = CURRENT INDEX TO JOURNALS IN EDUCATION

Individualized CIJE searches are retrieved from a data base containing over 50,000 journal entries. These periodical materials appear as bibliographic citations, some including annotations. SID/CIJE profiles may support SID/RIE's or serve as independent seaches.

SID/AIM-ARM = ABSTRACTS OF INSTRUCTIONAL MATERIALS, ABSTRACTS OF RESEARCH AND RELATED MATERIALS IN VOCATIONAL AND TECHNICAL EDUCATION

Individualized AIM/ARM profiles may include abstracts of materials typically designed for teacher or student classroom use. Materials may also be directed to researchers, supervisors, teacher trainers, or curriculum developers – all in the areas of vocational/technical education.

ERIC CLEARINGHOUSE NETWORK

Each of the 18 clearinghouses, as well as acquiring, reviewing, abstracting, and indexing the documents announced in Research in Education, also prepares bibliographies and interpretive summaries of research which appear in Research in Education, and are disseminated through the ERIC Document Reproduction Service.

For additional information concerning ERIC and its function, please contact:

ERIC U.S. National Institute of Education
Washington, D.C. 20202

ERIC documents may be ordered from:

ERIC Document Reproduction Service
Post Office Drawer O
Bethesda, Maryland 20014

ERIC CLEARINGHOUSES

ADULT EDUCATION
Syracuse University
Syracuse, N.Y.

COUNSELING AND PERSONNEL SERVICES
University of Michigan
Ann Arbor, Michigan

DISADVANTAGED
Teachers College
Columbia University
New York, N.Y.

EARLY CHILDHOOD EDUCATION
University of Illinois
Urbana, Ill.

EDUCATIONAL MANAGEMENT
University of Oregon
Eugene, Oregon

EDUCATIONAL MEDIA AND TECHNOLOGY
Stanford University
Stanford, Calif

EXCEPTIONAL CHILDREN
The Council for Exceptional Children
Arlington, Va.

HIGHER EDUCATION
George Washington University
Washington, D.C.

JUNIOR COLLEGES
University of California at Los Angeles
Los Angeles, Calif.

LANGUAGES AND LINGUISTICS
Modern Language Association of America
New York, N.Y.

LIBRARY AND INFORMATION SCIENCES
American Society for Information Science
Washington, D.C.

READING AND COMMUNICATION SKILLS
National Council of Teachers of English
Urbana, Ill.

RURAL EDUCATION AND SMALL SCHOOLS
New Mexico State University
Las Cruces, N. Mex.

SCIENCE, MATHEMATICS, AND ENVIRONMENTAL EDUCATION
Ohio State University
Columbus, Ohio

SOCIAL STUDIES/SOCIAL SCIENCE
University of Colorado
Boulder, Colorado

TEACHER EDUCATION
American Association of Colleges for Teacher Education
Washington, D.C.

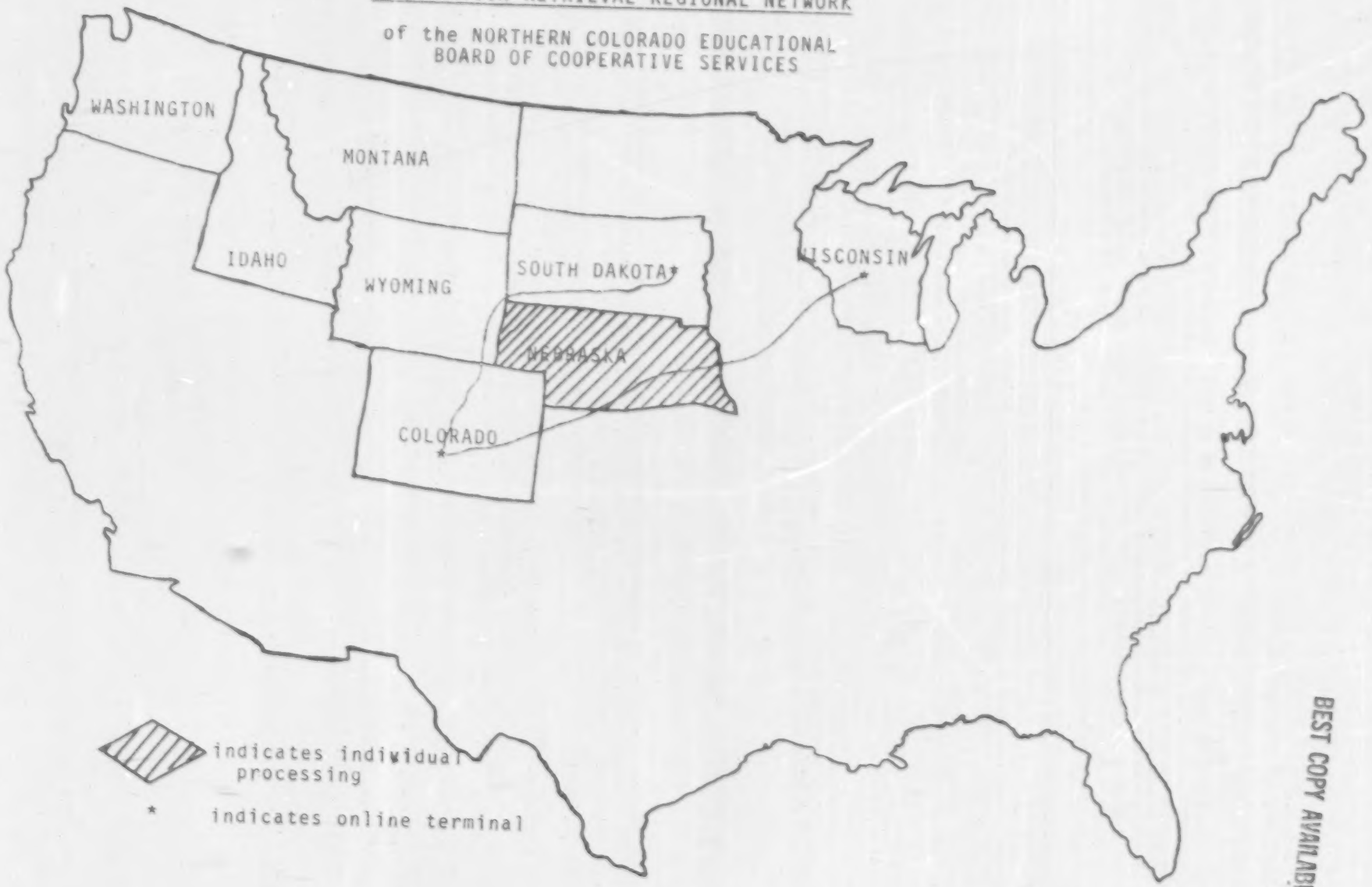
TESTS, MEASUREMENT, AND EVALUATION
Educational Testing Service
Princeton, N.J.

VOCATIONAL AND TECHNICAL EDUCATION
Ohio State University
Columbus, Ohio

STATES SERVED ON INDIVIDUAL CONTRACT BASES BY THE:

INFORMATION RETRIEVAL REGIONAL NETWORK

of the NORTHERN COLORADO EDUCATIONAL
BOARD OF COOPERATIVE SERVICES



BEST COPY AVAILABLE

II. Florida Educational Resources Information Center (FERIC)

A. Paper giving general description of FERIC
B. Sample monthly ERIC search statistics report (October, 1972)

BEST COPY AVAILABLE

FLORIDA EDUCATIONAL RESOURCES INFORMATION CENTER (FERIC)

Administrator: Mr. Robert E. Hancock (904/599-5150)
FERIC
Department of Education
Knott Building
Tallahassee, Florida 32304

A research-oriented dissemination system, developed by the Florida Research Coordinating Unit for Vocational Education, was implemented by the Florida Department of Education in 1968. Fund sources were the Vocational Amendments of 1968, Title III, Title V and State appropriations. The Commissioner of Education expanded the program in 1970 to include services to the total public education community in Florida and designated the system as the Florida Educational Resources Information Center (FERIC). The program was transferred in February 1972 from the Division of Vocational Education to the Commissioner's Administrative staff. FERIC, one of five sections which now comprise the Communications/Media Service Center, is supported with State and federal funds.

FERIC's target audiences are Department staff, and administrative personnel and classroom instructors in the school districts, area vocational-technical schools, community junior colleges and state universities.

A network of 66 satellite centers has been established in the nine state universities, 26 community junior colleges, 20 area vocational-technical centers, one comprehensive high school, five vocational education exemplary programs, and five vocational education area program coordinating offices. A working relationship also has been established with the Florida State Library System, Florida Learning Resources System (Exceptional Child Education), and a number of special educational projects in the state.

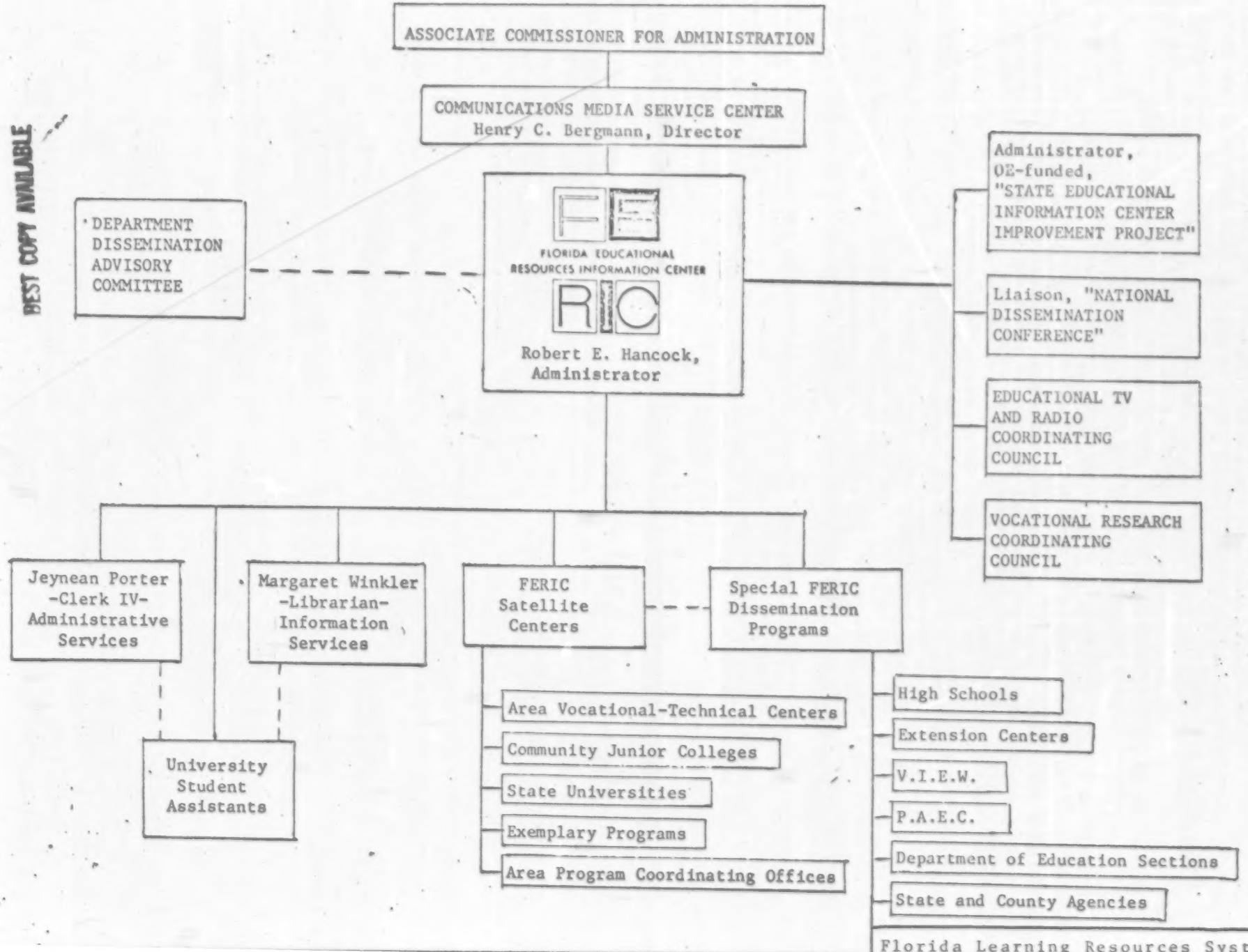
Information requests from the field are submitted routinely through satellite centers or Department staff. This insures that preliminary investigations have been completed at the local level.

Comprehensive manual searches are made of the ERIC and non-ERIC files. The QUERY System computer program is used to batch search the resumes announced in RESEARCH IN EDUCATION, ABSTRACTS OF RESEARCH AND RELATED MATERIALS IN VOCATIONAL AND TECHNICAL EDUCATION, ABSTRACTS OF INSTRUCTIONAL MATERIALS IN VOCATIONAL AND TECHNICAL EDUCATION, and CURRENT INDEX TO JOURNALS IN EDUCATION. Information requests are referred, when appropriate, to Department staff, to other state agencies and institutions, to local education agencies, to federal projects personnel, and to information sources outside the State of Florida.

FERIC's data bank includes more than 60,000 documents reproduced on microfiche, over 6,000 hard copy titles, several thousand current awareness articles, subscriptions to nearly 450 publications listed in the monthly CURRENT INDEX TO JOURNALS IN EDUCATION, and a subscription to the curriculum materials available through the Xerox Corp.

The FERIC staff includes one administrator, one staff assistant, one librarian, one half-time librarian and 17 university student assistants. The students work a maximum of 20 hours per week. Six students manually search the data bank, five perform clerical-related duties, two maintain current awareness files and two work with the computer retrieval program (QUERY System).

BEST COPY AVAILABLE



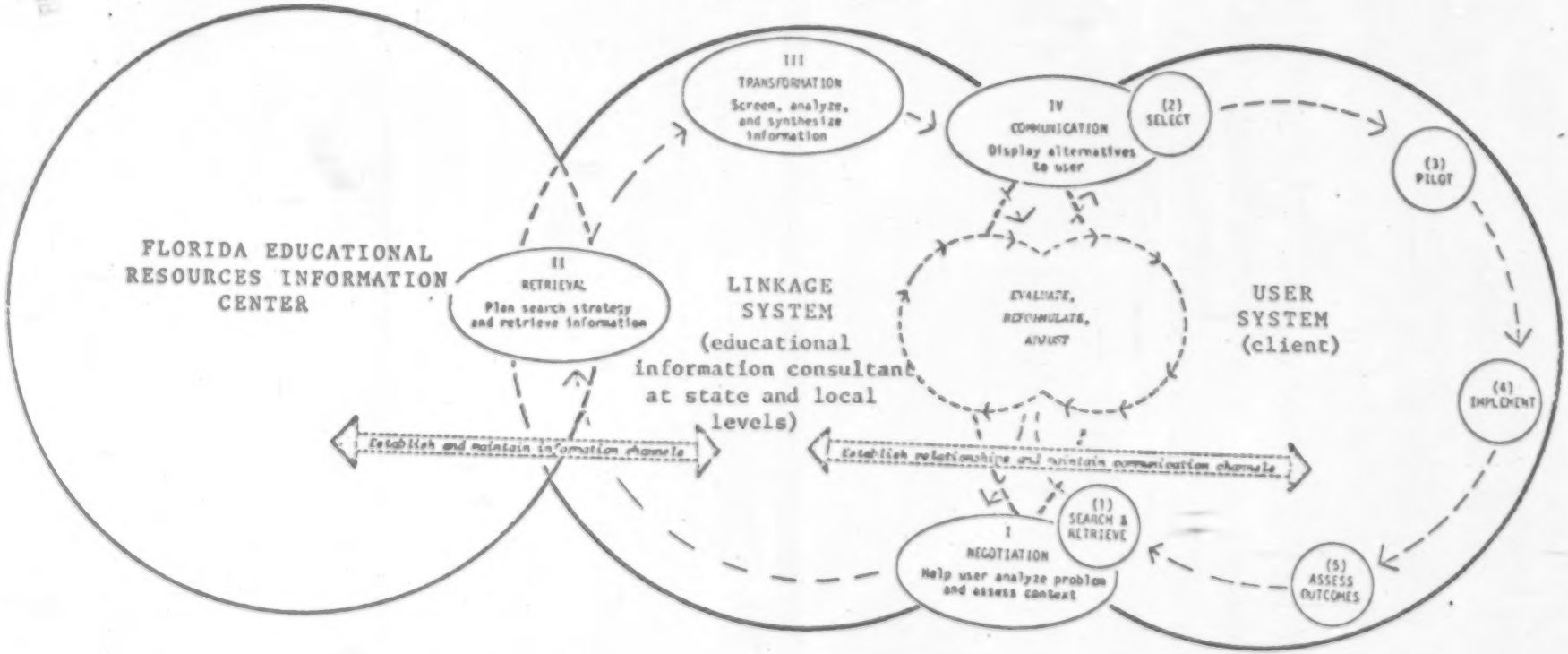
Florida Educational Resources Information Center
Department of Education
Knott Building
Tallahassee, Florida 32304

BEST COPY AVAILABLE

FLORIDA EDUCATIONAL
RESOURCES INFORMATION CENTER

- Florida Educational Resources Information Center (FERIC)
- Satellite Centers Operational in Area Vocational-Technical Centers
- Satellite Centers Operational in Community Colleges
- Satellite Centers to Be Established During FY 1971-72 in State Universities
- Satellite Center to Be Established During FY 1972-73 in an Area Vocational-Technical Center

A PROCESS MODEL OF THE
EDUCATIONAL INFORMATION CONSULTANT ROLE



Adaptation of a model
Designed by
Far West Laboratory for
Educational Research and
Development 3/71

WHAT'S YOUR ERIC IQ?

As the ERIC system has grown it has developed its user vocabulary of special terms and abbreviations. This brief quiz will test the depth of your knowledge and perhaps introduce you to some new materials which you may want to use.

Grade yourself according to the following scale and then check your results with the descriptors on page 2 to see how well acquainted you really are with ERIC.

0 - I know nothing about this.
1 - I am familiar with this, but it's fuzzy.
2 - I have a general idea of this.
3 - This one. I know!

_____1. MF

_____2. Research in Education

_____3. Descriptors

_____4. CIJE

_____5. EDRS

_____6. ED number

_____7. Major Descriptors

_____8. Minor Descriptors

_____9. Annual Indexes

____10. HC

____11. Thesaurus of ERIC Descriptors

____12. Current Index to Journals in Education

____13. Rotated Descriptor Display

____14. QUERY

____15. NCEC

____16. ERIC

____17. DOE

____18. FERIC

____19. RIE

____20. Identifiers

FLORIDA EDUCATIONAL RESOURCES INFORMATION CENTER
Department of Education
Tallahassee, Florida 32304

Telephone: 904/599-5781
or
904/599-5150

INFORMATION SEARCH REQUEST

Date of Request _____ Date Information Needed _____

Requester _____ Position _____

Institution/Agency/Other _____

_____

Address _____

City, State, Zip Code _____ Telephone _____

_____

_____

You can help insure successful completion of the search requested by stating your problem and describing the question you desire searched.

Search Title _____

_____

Problem _____

_____

_____

_____

_____

Question _____

_____

_____

_____

_____

1. MF - microfiche, a 4"x6" acetate sheet showing up to 70 images, each representing an 8 1/2"x11" sheet of paper; it is read in a microfiche reader which enlarges the images.

2. Research in Education - a monthly abstract journal which announces recently completed reports in the field of education. It contains resumes highlighting the significance of each document and indexes citing the contents by subject, author, institution, and accession numbers.

3. Descriptors - authoritative terms acceptable for indexing and searching in the ERIC system and which characterize the substantive content of a document.

4. Negotiation - identifying, analyzing, assessing and defining specifically the problem and attendant information need(s) of a client.

5. CIJE - Current Index to Journals in Education.

6. EDRS - ERIC Document Reproduction Service, which makes available most of the documents cited in RIE.

7. ED numbers - ERIC Accession Numbers, identification numbers sequentially assigned to documents as they are processed and used to search for documents.

8. Major Descriptors - descriptors preceded by an asterisk in the RIE entry, indicating the major concepts of a document and listed in the subject index.

9. Minor Descriptors - descriptors without an asterisk in the RIE listing, indicating the less important concepts of a document and not found in the subject index.

10. Exceptional Child Education Abstracts - a quarterly journal published by the (National) Council for Exceptional Children (CEC). The journal contains abstracts stored on the computer file of the CEC Information Center. It is designed for those educators and other persons who are concerned with gifted and handicapped children.

11. Annual Indices - the RIE Annual Index, a cumulation of the subject indices from the monthly issues that does not include complete resumes. The CIJE annual index includes the complete citations from the monthly issues, as well as the indices.

12. HC - hardcopy, a full-size Xerox reproduction.

13. Thesaurus of ERIC Descriptors - structured compilations of educational terms used to index and enter documents into the ERIC system; also provides the terms needed in a search for documents on a specific topic.

14. Retrieval - identifying, locating and securing research and development information pertinent to the client's request.

15. Current Index to Journals in Education - the companion volume to RIE which announces journal articles. CIJE uses the same indexing as RIE but has no abstracts. Articles are annotated when necessary for clarity.

16. Rotated Descriptor Display - a list of all the descriptors in the ERIC Thesaurus in which each descriptor is entered alphabetically by each of its words. Descriptors with words in common are thus grouped together.

17. QUERY - a computer program used to batch search the ERIC files.

18. NIE - National Institute of Education, a component of the U. S. Department of Health, Education, and Welfare. NIE was created by Congress in the Summer of 1972 and given those dissemination responsibilities (including ERIC) formerly assigned to the phased-out National Center for Educational Communications.

19. ERIC - Educational Resources Information Center, a national information network for acquiring, abstracting, indexing, storing, retrieving, and disseminating the most significant and timely educational research reports, program descriptions, and other materials.

20. Transformation - analyzing, synthesizing and organizing retrieved materials into a format and style best suited for the client to use in problem-solving.

21. Field Agent - assists, encourages and facilitates the needs of educators in the utilization of research information in problem-solving and innovation. The Field Agent attempts to maximize interpersonal communication linkage at the district level between the district and the State Education Agency.

22. DOE - State of Florida Department of Education which serves all levels of public education: preschool through high school, area vocational-technical schools, community colleges, and state universities.

23. Linker - an intermediary who aids the movement of knowledge from the minds of the individuals responsible for its existence to the minds of those responsible for its utilization. A linker gathers, processes and distributes educational knowledge.

24. Communication - written or verbal process of conveying retrieved and transformed information back to the client.

25. Filter - category/level of information

26. FERIC - Florida Educational Resources Information Center. State of Florida Department of Education, a state information network with 66 satellite centers compatible with the ERIC system.

27. RIE - Research in Education, a monthly journal of abstracts produced by ERIC. It contains up to 1,000 titles per issue. Most of the titles are reproduced on microfiche and are available through the ERIC System.

BEST COPY AVAILABLE

28. Identifiers - additional identifying terms such as names of tests or intstitutions used in indexing documents in RIE, AIM, ARM or CIJE, but not found in the Thesaurus of ERIC Descriptors.

29. AIM - Abstracts of Instructional Materials in Vocational and Technical Education, a quarterly publication produced by the ERIC Clearinghouse for Vocational and Technical Education.

30. ARM - Abstracts of Research and Related Materials in Vocational and Technical Education, a quarterly publication produced by the ERIC Clearinghouse for Vocational and Technical Education.

31. Client - a decision-maker who must select a course of action from a variety of alternatives.

32. Search Strategy - a sequence of events which the information consultant/communications specialist/librarian goes through to retrieve materials which are relevant to the client's request.

33. CEC - the national Council for Exceptional Children, a private organization which has over 48,000 members. CEC houses the ERIC Clearinghouse for Exceptional Child Education.

34. Evaluation - self-examination in terms of EIC processes, role and function within the information network.

35. Abstracts - a descriptive summary which provides the user a capsule view of the major emphasis of the document or article.

BEST COPY AVAILABLE

POLICY AND PROCEDURE

FOR THE

FLORIDA EDUCATIONAL RESOURCES INFORMATION CENTER

OF THE

DEPARTMENT OF EDUCATION

X.0 FLORIDA EDUCATIONAL RESOURCES INFORMATION CENTER

X.1 Establishment. There is established in the Department of Education's Communications/Media Service Center (CMSC) a facility known as the Florida Educational Resources Information Center (FERIC) which shall have the responsibility for the collection, storage, retrieval, and dissemination of educational resources information.

X.2 Availability of Services. The services of FERIC shall be available to all professional staff members of the Department of Education and, through appropriate contact person, to classroom teachers, and to other professional and administrative staff members of the several school districts, area vocational-technical schools, public community/junior colleges, and state universities in Florida.

X.3 Advisory Committee. A ten-member Advisory Committee shall be appointed by the Commissioner of Education and shall be comprised of a chairman, and two representatives from each of the Department's four Divisions and one representative from the Commissioner's State Board of Education Staff.

X.3.1 The chairman shall call periodic committee meetings (at least quarterly), shall preside over each session, and shall make provisions for distributing copies of the proceedings to the Committee members, Information Director of CMSC, Divisions Directors, and Commissioner of Education.

X.3.2 Committee members shall provide liaison between their respective Division staff, the Commissioner's State Board of Education Staff and FERIC.

X.3.3 The Committee shall offer to the FERIC administrator advice and counsel on operational policy and procedure, development and change.

X.3.4 The Committee shall provide for a periodic evaluation of FERIC and shall recommend to the Commissioner of Education through the Information Director of CMSC such changes in policy or procedure as are necessary to improve dissemination of educational resources information.

X.3.5 The Committee shall review the annual budget request submitted by the FERIC administrator to the Information Director, CMSC.

X.4 Location and Administration. FERIC shall be physically located in the Department of Education's Communications/Media Service Center. A professional staff member of the Communications/Media Service Center shall be assigned the full-time responsibility of supervising the continued orderly development of the FERIC program.

X.4.1 The FERIC administrator, with advice and counsel of the Advisory Committee and the approval of the Information Director, CMSC, shall develop and implement operational procedures for the facility, including the establishment of priorities of order for servicing information requests.

X.4.2 The FERIC administrator is authorized direct communication with requesters.

X.4.3 The FERIC administrator is authorized direct communication with information sources within the Department of Education.

BEST COPY AVAILABLE

X.4.4 The FERIC administrator is authorized to approve and to disapprove requests for use of the Query System program in computer searches.

X.5 Financial Support. FERIC shall be provided with a separate Operating Budget within the total budget of the Communications/Media Service Center and shall receive financial support from such other sources which may be approved by the Commissioner of Education.

BEST COPY AVAILABLE

The following resolution was adopted on November 19, 1971, by the Dissemination Advisory Committee:

It is hereby resolved by the Advisory Committee that the services of the Florida Educational Resources Information Center (FERIC) shall be offered on the following priority basis:

(1) all personnel detailed in Section X.2 of the Policy and Procedure Statement shall be given first priority on all FERIC services;

(2) FERIC services shall be available to professional personnel from other state agencies on a time available basis;

(3) FERIC services are not intended for students at public or private schools or colleges, unless such services are clearly identifiable as directly related to projects or programs of the Department of Education;

(4) FERIC is unable to provide administrative and accounting services required to handle requests from private agencies or individuals. The FERIC administrator will not honor such requests, but will refer them to commercial servicing agencies.

FLORIDA EDUCATIONAL RESOURCES INFORMATION CENTER

FLORIDA EDUCATIONAL RESOURCES INFORMATION CENTER
Communications/Media Service Center
Department of Education
Tallahassee, Florida 32304

BEST COPY AVAILABLE

October 1972

NUMBER OF REQUESTS RECEIVED: 102

A. Department Staff		16
B. Satellite Centers		55
1) Area Vocational-Technical Centers	13	
2) Community Junior Colleges	26	
3) Exemplary Programs	0	
4) Vocational Education Area Offices	0	
5) Universities	16	
C. School Districts		26
D. Miscellaneous		5

NUMBER OF SEARCHES CONDUCTED: 165

	IDENTIFIED DOCUMENTS			INFORMATION SEARCHES			
				ERIC DATA BANK		FERIC DATA BANK	
	Microfiche	Publications	Duplicated Materials	Manual	Computer	Publications	Current Awareness
Dept. Staff							
1) Admin				1	1	1	1
2) Consult	8	1	2	2	3	1	1
3) Specialists							
AVTC's							
1) Admin					1		
2) Fac	8	1		2		3	2
Com. Jr. Col.							
1) Admin							
2) Fac	17	1	2	6	3	6	5
Exem. Pgms.							
1) Admin							
2) Tchrs							
Voc. Area Of.							
1) Admin							
2) Consult							
Universities							
1) Admin							
2) Fac	11			3	2	2	2
School District							
1) Admin				2	3	4	2
2) Super	3	2		4	7	6	7
3) Tchrs				8	1	6	2
Miscellaneous							
1) Admin				1	2	3	2
2) Consult							
3) Fac	1						
TOTALS:	48	5	4	29	23	32	24

DOCUMENTS ON MICROFICHE DUPLICATED			745
SHEETS OF MICROFICHE DUPLICATED			1406
HARD COPY PAGES DUPLICATED			
FERIC	2391		
FEDERAL PROJECT	0		
		TOTAL	2391
DOCUMENTS RECEIVED			
HARD COPY & DUPLICATED MATERIALS		235	
NEWSLETTERS		58	
PERIODICALS		282	
		TOTAL	575
DOCUMENTS CIRCULATED TO DEPARTMENT STAFF			191
PAGES REPRODUCED ON MICROFICHE READER-PRINTER			170

III. Indiana University

A. Letter announcing PROBE search system
B. Promotional brochure
C. Search request form

INDIANA UNIVERSITY
School of Education
'PROBE' OFFICE, ROOM 30
EDUCATION BUILDING
BLOOMINGTON, INDIANA 47401
TEL. NO. 812—337-5718

October, 1972

Dear Librarians and Administrators:

The Indiana State Library recently awarded an LSCA grant to enable us to offer educators in Indiana a computer service. We would like patrons to obtain this service through all types of libraries: public, school, and college and university. The "PROBE" search of computer tapes was programmed by Ronald Tschudi at Indiana University and has been used by students, faculty, and administrators in education and related fields on the I.U. campuses since September 1971.

Please help inform your local educators and the librarians who aid them of this service. The computer saves hours of manual searching through Research in Education (RIE) and Current Index to Journals in Education (CIJE).

RIE is a monthly index of reports and research in education. Included are speeches, conference proceedings, curriculum guides, government sponsored research, and other reports which are difficult to locate. All of the research indexed in RIE may be found in the ERIC (Educational Resources Information Center) Collections which are available in at least seven libraries in Indiana. When a patron requests a search of the RIE computer tapes, he receives a printout (see enclosed sample) that includes the author, title, and abstract of each relevant piece of research. He may then visit one of the seven libraries mentioned in the "PROBE" flyer to read the full report on microfiche cards, or he may send for a hard copy of each report from Bethesda, Maryland.

CIJE is an index similar to Education Index or Readers Guide, but it indexes over twice as many journals in education as are included in Education Index. A computer search of CIJE tapes will list articles which concern the patron's problem and cite the journals where they may be found.

Please aid your students, teachers, and researchers by either instigating the search for them or giving them the information so they may write us stating their problem. If you have an ERIC Thesaurus, consult it for relevant subject headings. If not, list major headings along with a paragraph describing the problem. Examples of problems that might be searched are: accountability, changing from junior high schools to middle schools, flexible scheduling, community-school relations, or public library service to the disadvantaged. You may request a search by letter, telephone (812) 337-5718, or SUVON number 627-5718. If your request is sent via TWX (teletype) please make sure that the identifying word 'PROBE' is included with your name, address, and telephone number.

A search of either RIE or CIJE is $4.00. It will take approximately 10 days, plus mailing time.

Enclosed you will find sample pages of a computer search and a flyer describing the 'PROBE' service. Please contact us if you need more flyers for your library or patrons, or if you have questions.

Sincerely yours,

Bob Banninghoff
'PROBE' Director

Eva L. Kiewitt
Project Supervisor
and Education Librarian

No. _____ 'P R O B E' COMPUTER SEARCH Date _____
of ERIC TAPES
(Educational Resources Information Center)
School of Education, Indiana University, Bloomington

NAME _____

CAMPUS or SCHOOL _____ DEPT. _____

ADDRESS _____

TELEPHONE _____ POSITION/STATUS _____
i.e., faculty, grad., etc.

PURPOSE _____
i.e., dissertation, writing research, class, etc.

Request via: walk-in _____, mail _____, telephone _____, teletype (TWX)_____
Request originated through: library__, college__, school__, public _____, special____

Search tapes of: RIE _____ (1966+) CIJE _____ (1969+) BOTH _____

Description of problem:

No.	Descriptors or other elements	Computer Field
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

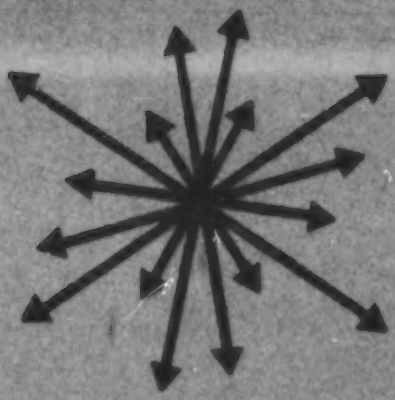
COMPUTER QUERY: Example - Query 1 (1 or 2) and 3 and (4 or 5)
QUERY 1 _____
QUERY 2 _____
QUERY 3 _____
QUERY 4 _____
QUERY 5 _____

FOR STAFF USE ONLY No. of hits: RIE _____ CIJE _____
Date of request _____ Date completed _____ Date rec'd _____
Negotiator _____ Time with patron _____ Query Formulation _____ Total time _____

Suggested terms for abstract search: (see back)

IV. Iowa State Department of Public Instruction

A. Iowa Pilot Program for Information Dissemination, INFORMS
B. Retrieval request form
C. List of contents of packet sent to user
D. Information sheet in packet sent to user
E. Assessment form (to be completed by user)
F. Promotional brochure (D.P.I.)
G. Promotional brochure (regional)



Iowa Pilot Program

for

INFORMATION DISSEMINATION

I owa

N etwork

F or

O btaining

R esource

M aterials for

S chools

Iowa State Department of Public Instruction
Grimes State Office Building
1972

4500-B7820-3/72

State of Iowa
DEPARTMENT OF PUBLIC INSTRUCTION
Grimes State Office Building
Des Moines, Iowa 50139

STATE BOARD OF PUBLIC INSTRUCTION

Mrs. Virgil E. Shepard, President, Allison
T. J. Heronimus, Vice-President, Grundy Center
Stanley R. Barber, Wellman
Robert J. Beecher, Creston
Mrs. Richard G. Cole, Decorah
Ronald P. Hallock, West Des Moines
Miss Virginia Harper, Fort Madison
Mrs. Earl G. Sievers, Avoca
John E. van der Linden, Sibley

ADMINISTRATION

Paul F. Johnston, State Superintendent, and Executive Officer of the State Board of Public Instruction
David H. Bechtel, Administrative Assistant
Richard N. Smith, Deputy State Superintendent

Branch of Instruction and Professional Education

Donald V. Cox, Associate Superintendent

Educational Media Section

Paul L. Spurlock, Chief, Educational Media
Betty Jo Buckingham, Library Consultant
Virgil Kellogg, Audio Visual Consultant
Mary Jo Bruett, Referral Specialist
Russell Blumeyer, ESEA Title II Consultant

In an effort to respond to the growing need of educators to have research information in usable form and available for planning educational programs, the Iowa State Department of Public Instruction is initiating a new service to school districts. This new program is made possible by a federal pilot project recently granted to the State Department of Public Instruction entitled INFORMS (Iowa Network For Obtaining Resource Materials for Schools).

The goal of the Iowa project INFORMS is to increase the level of knowledge of educational curriculum and instructional methods available as a result of research and development. This information will provide decision makers (local school personnel) with a number of alternatives so that local school personnel can select the curriculum and instructional methods that would best serve the needs of their school district.

Research material will be retrieved from the data bank in the Educational Media Section, Department of Public Instruction. The majority of this information will include:

ERIC Documents
PREP Packets
Communications from NCEC
Services from Iowa State Traveling Library
Materials from Regional Educational Laboratories
Assistance from the Iowa State Department Consultants

Further explanation of ERIC, PREP, and NCEC are noted on the following pages.

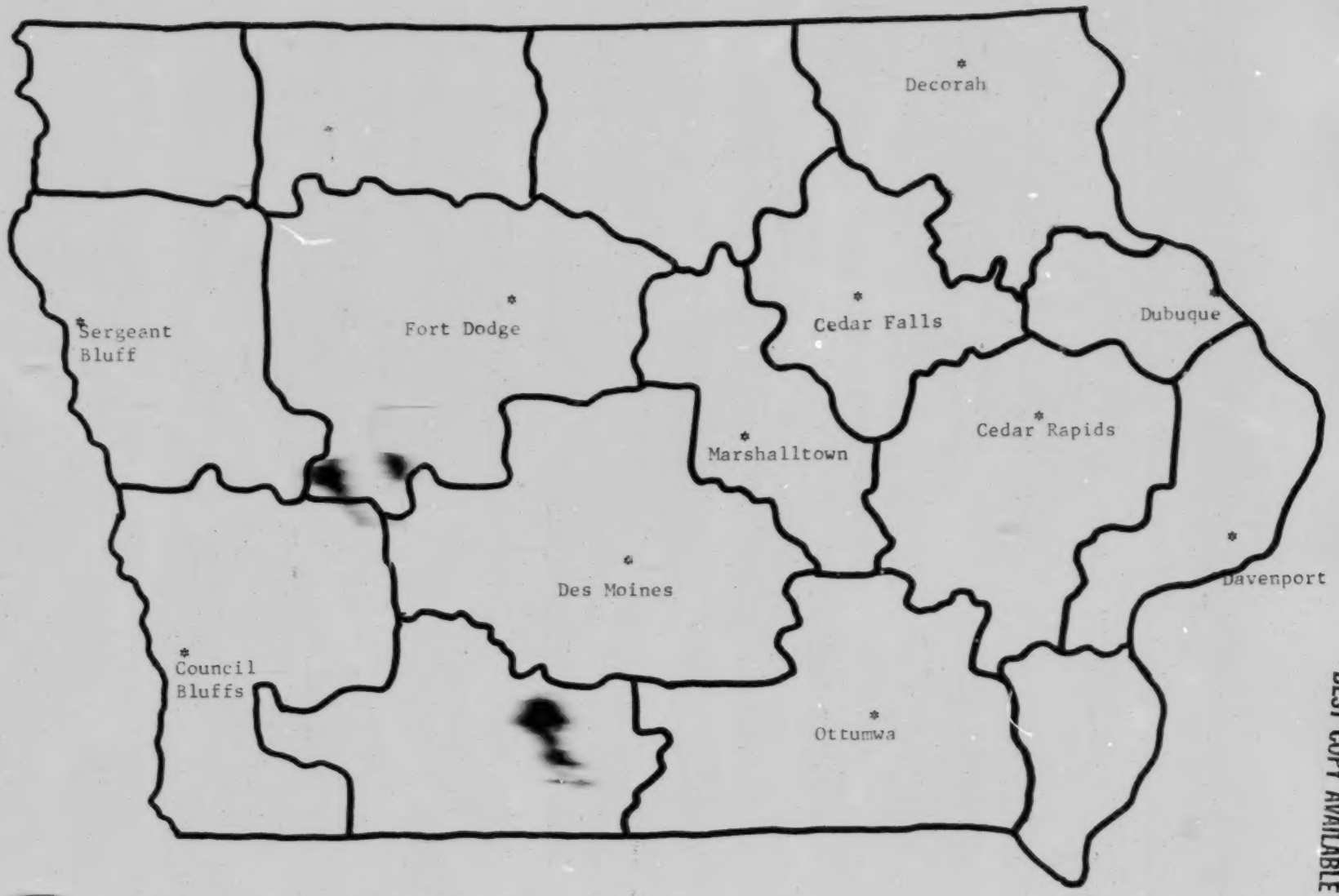
If INFORMS may be of service to you, contact your nearest field agent or Area Media Center. On succeeding pages you will find a map and list of field agents participating in the pilot project. If you are not in a specified area, contact Mary Jo Bruett, Educational Media Section, Department of Public Instruction.

Mary Jo Bruett
Referral Specialist
INFORMS

FIELD AGENTS FOR INFORMS

Decorah	Mrs. Eileen Devine, Director, Area I Media Center
Fort Dodge	Mr. Robert Dunlap, Director of Instructional Materials Center, Joint County System of Hamilton, Webster, and Wright
Marshalltown	Mrs. Mary Travillian, Director, Area Six Resource Center Mrs. Sue Soy, Librarian, Area Six Resource Center
Cedar Falls	Mrs. Beverly Trost, Director-Librarian, Area VII Educational Media Center Mr. Harry Budensiek, Coordinator of Educational Consultants, Joint County System of Black Hawk and Buchanan
Dubuque	Mrs. Jacqueline Hand, Director, Area VIII Instructional Materials Center Miss Kathleen Kolasch, Area VIII Instructional Materials Center Mr. Allen Hovey, Audiovisual Coordinator, West Delaware Junior High School
Davenport	Mr. John T. Haack, Director, Area IX Instructional Materials Center Mr. Cecil Ross, Director of Department of Educational Consultants, Muscatine and Scott County School System
Cedar Rapids	Mr. Dean Hartman, Science Consultant, Joint County System of Cedar, Johnson, Linn, and Washington Mr. David Baldwin, Assistant Librarian, RESA Instructional Materials Center
Des Moines	Dr. Marvin Davis, Director, Area XI Regional Media Center Mrs. Betty Atwood, Curriculum Consultant, Polk County Schools Dr. Joe Millard, Director of Research and Staff Development, Polk County Schools
Sergeant Bluff	Mr. David Little, Director, Area XII Educational Resource Center
Council Bluffs	Dr. Harry Tiller, Federal Program Coordinator, Pottawattamie County Schools Dr. Phillip Slagle, Director, Area XIII Educational Media Center
Ottumwa	Mrs. Maxine Wegner, Librarian, Area XV Media Center

INFORMATION DISSEMINATION CENTERS



* Location of Pilot Field Agents

BEST COPY AVAILABLE

BEST COPY AVAILABLE

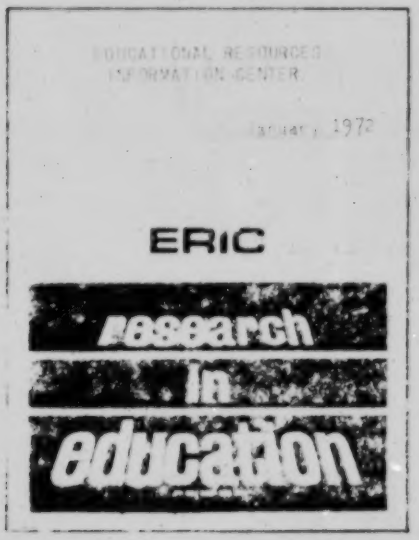
ERIC --

A national information system dedicated to the progress of education through the dissemination of educational results and research related materials.

Changes in education are occurring at an unprecedented rate. It is easy to generate information about these changes but problems develop when educators only have access to this material in an unclassified, unindexed form. The United States Office of Education is hoping to solve these problems through ERIC -- Educational Resources Information Center.

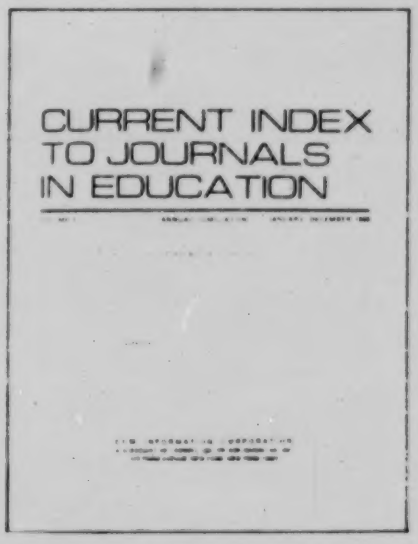
ERIC's purpose is twofold. First, ERIC makes thousands of documents available in one place and lets you identify and obtain the ones you need. Second, ERIC produces new information and disseminates it in the form of newsletters, bibliographies or interpretive summaries.

The key to utilization of the ERIC system is in the monthly indexed publications.



RESEARCH IN EDUCATION
- RIE -

RIE announces the new documents added to ERIC each month. The RIE is made up of document resumes and subject, author, and institution indexes.



CURRENT INDEX TO JOURNALS IN EDUCATION
- CIJE -

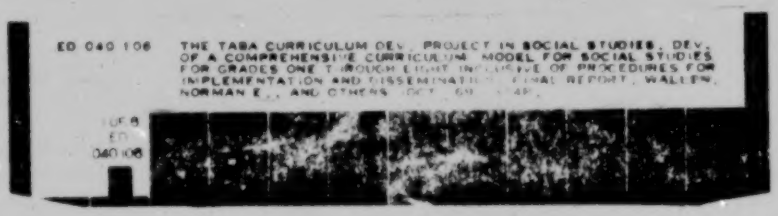
CIJE covers more than 500 publications which represent the core periodical literature in the field of education.

BEST COPY AVAILABLE

ERIC with its unique distribution of research documents makes it easy for the total educational community to be made aware of what is taking place in the field of education.

Documents are distributed on microfiche - a flat sheet of film that is low in cost and is a space saver.

ILLUSTRATION 6


ED 040 106
THE TABA CURRICULUM DEV. PROJECT IN SOCIAL STUDIES. DEV. OF A COMPREHENSIVE CURRICULUM MODEL FOR SOCIAL STUDIES FOR GRADES ONE THROUGH EIGHT INCLUSIVE OF PROCEDURES FOR IMPLEMENTATION AND DISSEMINATION. FINAL REPORT. WALLEN, NORMAN E., AND OTHERS
ED 040 106

NCR. ITHACO FORM SYSTEMS

ERIC

EDUCATIONAL RESOURCES INFORMATION CENTER
U. S. Office of Education

THIS DOCUMENT has been printed exactly as received from the person or organization originating it. Points of view or opinions stated do not necessarily represent official Office of Education position or policy.

Prepared by THE NATIONAL CASH REGISTER COMPANY
4936 Fairmont Ave., Bethesda, Maryland 20014

E-100

A complete ERIC collection is located in the Educational Media Center, Iowa Department of Public Instruction. This collection is complete with monthly updating of Research in Education, Current Index to Journals in Education, and the entire microfiche collection.

On the following pages you will find a listing of the twenty ERIC clearinghouses which cover specialized fields of education. Each clearinghouse is considered to have the expertise within a field to locate significant research and resource material. These subject clearinghouses review, abstract, and index the documents announced in Research in Education.

ADULT EDUCATION
Syracuse University
107 Roney Lane
Syracuse, New York 13210

ERIC/AE is responsible for research and other documents on formal and informal adult and continuing education in all settings.

COUNSELING AND PERSONNEL SERVICES
611 Church Street
Ann Arbor, Michigan 48104

ERIC/CAPS focuses on information relevant to personnel work at all levels and in all settings, including college student personnel work, school psychology, school social work, elementary and secondary school counseling, and school health work research. Included are materials on pupil, student, and adult characteristics; educational, occupational, and community settings; and the types of assistance provided by personnel workers.

DISADVANTAGED
Teachers College
Columbia University
New York, New York 10027

ERIC/IRCD is responsible for research reports and other documents on the educational, psychological, social, and general development of urban children and youth who are socially or economically disadvantaged.

EARLY CHILDHOOD EDUCATION
University of Illinois
805 West Pennsylvania Avenue
Urbana, Illinois 61801

ERIC/ECE is responsible for research documents on the physiological, psychological, and cultural development of children from birth through primary grades.

EDUCATIONAL ADMINISTRATION
Hendricks Hall
University of Oregon
Eugene, Oregon 97403

ERIC/CEA focuses on information concerned with leadership, management, and structure of public and private educational organizations at all levels. Included are documents on the practice and theory of administration, generated from the fields of educational, public, and business administration and from the humanities and the social and behavioral sciences. Such topics as the preservice and inservice preparation of administrators, tasks and processes of administration(finance, planning, personnel, etc.), methods and varieties of organization, organizational change, and social context of the organization are covered. Not included are documents dealing specifically with educational facilities or junior colleges.

EDUCATIONAL MEDIA AND TECHNOLOGY
Institute for Communication Research
Stanford University
Stanford, California 94305

ERIC at Stanford is responsible for information on application of new media and technological innovation to education, including such subjects as instructional television, computer-assisted instruction, and programmed learning.

EXCEPTIONAL CHILDREN
The Council for Exceptional Children
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

ERIC/CEC is responsible for documents on educating children and youth who require special services--those who are gifted, mentally retarded, visually impaired, deaf, hard of hearing, physically handicapped, emotionally disturbed, or speech- and language-impaired.

HIGHER EDUCATION
1 Dupont Circle
Suite 630
Washington, D.C. 20036

ERIC/CHE is responsible for research documents on higher education, with the exception of reports on both teacher education and teaching English in higher education.

JUNIOR COLLEGES
University of California at LA
405 Hilgard Avenue
Los Angeles, California 90024

This clearinghouse is responsible for research documents about public and private community and junior colleges, including studies on students, staff, curricula, programs, libraries, and community services.

LIBRARY AND INFORMATION SCIENCES
American Society for Information Science
1140 Connecticut Avenue, N.W.
Washington, D.C. 20036

ERIC/CLIS is responsible for research documents on the operation of libraries and information centers, the technology used to improve their operations, and the education and training of library and information specialists.

LINGUISTICS
Center for Applied Linguistics
1717 Massachusetts Avenue, N.W.
Washington, D.C. 20036

ERIC/CAL is responsible for research reports on linguistics and all related language sciences, uncommonly taught languages, the teaching of English as a foreign or second language, and the teaching of English as a native language to speakers of nonstandard dialects.

READING
200 Pine Hall
School of Education
Indiana University
Bloomington, Indiana 47401

ERIC/CRIER focuses on information related to all aspects of reading behavior with emphasis on physiology, psychology, sociology, and the teaching of reading. Included are reports on the development and evaluation of instructional materials, curricula, tests and measurements, preparation of reading teachers and specialists, and methodology at all levels; the role of libraries and other agencies in fostering and guiding reading; and diagnostic and remedial services in school and clinic settings.

RURAL EDUCATION AND SMALL SCHOOLS
New Mexico State University
University Park Branch
Las Cruces, New Mexico 88001

ERIC/CRESS is responsible for research documents on organization, administration, curriculum, instruction, innovative programs, and other aspects of small schools and rural education in general, as well as outdoor education, migrant education, Indian education, and Mexican American education.

SCIENCE AND MATHEMATICS EDUCATION
Ohio State University
1460 West Lane Avenue
Columbus, Ohio 43221

ERIC/SMAC is responsible for reports on all levels of science and mathematics education, and on adult and continuing education in science and mathematics.

SOCIAL STUDIES/SOCIAL SCIENCE EDUCATION
970 Aurora Avenue
Boulder, Colorado 80302

ERIC/CHESS is responsible for information on social studies, social science education, and social education.

TEACHER EDUCATION
1 Dupont Circle
Suite 616
Washington, D.C. 20036

This clearinghouse focuses on materials relative to the preparation of school personnel(nursery, elementary, secondary, and supporting school personnel); the preparation and development of teacher educators; and the profession of teaching. The scope includes recruitment, selection, lifelong personal and professional development, and techer placement.

TEACHING OF ENGLISH
Modern Language Association of America
62 Fifth Avenue
New York, New York 10011

ERIC/NCTE focuses on research reports and other documents relevant to all aspects of the teaching of English from kindergarten through grade 12, the preparation of teachers of English for the schools, and the preparation of specialists in English education.

TEACHING OF FOREIGN LANGUAGES
Modern Language Association of America
62 Fifth Avenue
New York, New York 10011

ERIC/MLA is responsible for research documents on teaching French, German, Italian, Russian, Spanish, Latin, and Classical Greek at all instructional levels. It also is responsible for documents on the teaching of English in undergraduate and graduate education.

TESTS, MEASUREMENT, AND EVALUATION
Educational Testing Service
Rosedale Road
Princeton, New Jersey 08540

ERIC/TM is responsible for documents presenting descriptions of: (1) tests and other measurement devices; (2) evaluation procedures and techniques; and (3) the application of tests, measurements, or evaluation in educational projects or programs.

VOCATIONAL AND TECHNICAL EDUCATION
Ohio State University
1900 Kenny Road
Columbus, Ohio 43212

This clearinghouse focuses on research documents and related resources in vocational and technical education, new subprofessional fields, and the related fields of industrial arts education, manpower economics, occupational psychology, and occupational sociology.

BEST COPY AVAILABLE

PREP is:

- A series of monthly reports which focus the light of research on current educational problems
- A synthesis and interpretation of research, development, and current best practice on specific educational topics
- The best thinking of researchers interpreted by specialists for the practitioner in nontechnical language
- A series of reports targeted to specific educational audiences—the administrator, school board member, teacher, curriculum specialist, and teacher educator
- Information in the public domain which can be adapted to meet local needs
- A format for disseminating significant R & D findings to the practitioner quickly
- Putting Research into Educational Practice

PREP REPORTS ARE AVAILABLE FROM:

- Your State education agency
- ERIC Document Reproduction Service, Post Office Drawer 0, Bethesda, Maryland 20014

  See monthly issues of *Research in Education* for abstracts and prices of PREP reports in microfiche and hard copy.
- Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402—beginning with report No. 24
- Iowa's Regional Educational Media Centers

P R E P Reports

1--Instructional Television Facilities: A Guide for School Administrators and Board Members. ED 035 077

2--Reading Difficulties: Reading and the Home Environment. The Principal's Responsibility. ED 034 078

3--Establishing Central Reading Clinics: The Administrator's Role. ED 034 079

4--Correcting Reading Problems in the Classroom. ED 034 080

5--Treating Reading Disabilities: The Specialist's Role. ED 034 081

6--Bilingual Education. ED 034 082

7--Research for School Board Members: School-Community Relations. ED 034 083

8--Research for School Board Members: Teacher Militancy, Negotiations, and Strikes. ED 034 084

9--Job-Oriented Education Programs for the Disadvantaged. ED 034 085

10--Seminar on Preparing the Disadvantaged for Jobs: A Planning Handbook. ED 034 086

11--Research on Elementary Mathematics. ED 034 087

12--Paraprofessional Aides. ED 034 906

13--Sharing Educational Services. ED 036 666

14--Social Studies and the Disadvantaged. ED 037 588

15--Student Participation in Academic Governance. ED 038 555

16--Individualized Instruction. ED 041 185

17--Microteaching. ED 041 190

18--Reinforcing Productive Classroom Behavior: A Teacher's Guide to Behavior Modification. ED 042 061

19--Migrant Education. ED 042 936

20--Teacher Recruitment and Selection. ED 043 797

21--Teacher Evaluation. ED 044 546

22--A Readiness Test for Disadvantaged Preschool Children. ED 047 168

23--Educational Cooperatives. ED 048 521

24--School-Community Relations and Educational Change. ED 054 536

25--Improving Teaching Effectiveness

26--Black Studies in Community Colleges. ED 055 579

27--Year-Round Schools. The 45-15 Plan. ED 054 396

28--Educational Performance Contracting

29--New Products in Education

NCEC: A NEW CONCEPT IN EDUCATIONAL COMMUNICATION

Education and its improvement are based on communication. To furnish leadership and support to strengthen educational communication throughout the country the Office of Education has established a **NATIONAL CENTER FOR EDUCATIONAL COMMUNICATION (NCEC).**

Although communication is as old as man himself, today we have new means and methods of communicating. *NEW DIMENSIONS* in educational communication have led to a *NEW PROFESSION* with *NEW TERMINOLOGY* . . . information transfer—networks—dissemination—utilization—installation—feedback . . . and *NEW ROLES* . . . disseminator—field/change agent—retrieval specialist—gatekeeper—knowledge linker. It is the goal of NCEC to give a *NEW DIRECTION* to educational communication and provide a unique national resource for American educators.

NCEC OBJECTIVES AND PROGRAMS

NEW PROGRAMS are being developed in cooperation with other OE, Federal, State, local, and private educational organizations to achieve five major objectives:

Accelerate the spread of exemplary programs and validated practices.

- Provide information nationally about validated exemplary programs.
- Increase interpersonal communication about improved practices.
- Achieve faster nationwide use of tested products from major educational development efforts.
- Facilitate commercial marketing of materials through the OE copyright program and the Publishers Alert Service.

Develop national communication linkages for effective application of knowledge and improved practices.

- Encourage State-Federal communication planning and liaison activities.
- Support pilot communication programs for serving local needs.
- Provide technical assistance for development of dissemination and application programs.
- Coordinate OE communication efforts with those of professional, commercial, and other private organizations.

Assure access to current educational knowledge.

- Maintain information storage, retrieval, and dissemination services through the Educational Resources Information Center (ERIC).
- Utilize the information resources of the OE Educational Materials Center (EMC) with its display of books currently available for schools and teacher education programs.
- Provide new services through the OE Educational Reference Center (ERC), a model one-stop information center with reference and demonstration services and on-line capability.
- Support pilot regional centers to provide computer searches of the ERIC report literature for local schools.
- Make ERIC master magnetic tape files available.

Disseminate interpreted information on priority educational topics.

- Support information analysis activities through interpretive summaries and bibliographies produced by the ERIC clearinghouses.
- Continue the OE Target Communications Program for decisionmakers and practitioners with emphasis on **Putting Research into Educational Practice (PREP)** for widespread dissemination of information at low cost.

Develop and articulate OE communication efforts.

- Support Research and Development in educational communications systems.
- Develop and test communication models and strategies.
- Coordinate planning and development of OE communication resources.

4500-B13913-9/72

BEST COPY AVAILABLE

INFORMS

DPI NO. |_|_|_|_|_|_|_|

LOCAL NO. |_|_|_|_|_|_|_|

RETRIEVAL REQUEST

PLEASE RETURN THIS FORM IF ADDITIONAL MATERIALS OR A NEW NEGOTIATION IS NEEDED

FIELD REPRESENTATIVE: Miss Mary Jo Bruett DATE: _____

CLIENT: Mr. John Doe

_____ Check if a new negotiation is needed.

==========

ERIC Documents: (Documents not available from EDRS must be purchased from original source)

ED _____ ED _____

ED _____ ED _____

ED _____ ED _____

ED _____ ED _____

ED _____ ED _____

==========

CIJE ARTICLES: (Articles are not available on microfiche)

EJ _____ EJ _____

EJ _____ EJ _____

EJ _____ EJ _____

EJ _____ EJ _____

==========

Educational Index and Other Articles: (State title, author and journal)

_____

_____

_____

Other: (If additional space is needed, use the back side)

4500-B13915-9/72

BEST COPY AVAILABLE

INFORMS

DPI NO. |_|_|_|_|_|_|_|

LOCAL NO. |_|_|_|_|_|_|_|

PACKET CONTENTS

IOWA NETWORK FOR OBTAINING RESOURCE MATERIALS FOR SCHOOLS
Department of Public Instruction
Educational Media Section
Grimes State Office Building
Des Moines, Iowa 50319

October 20, 1972

Dear Mr. Doe:

In our efforts to answer your search question on Pupil Personnel Workers we have gathered the following materials for you.

____ Document abstracts: ED 042 067, 043 077, 044 763, 044 776, 045 562, 046 062, 049 498, 050 359, 053 400, 053 417

____ Magazine citations: EJ 044 901, 044 902, 044 905, 047 449, 047 777, 047 779, 047 794, 047 854, 047 862, 053 569

In the left side pocket of your information packet you will find a page of general information concerning the contents of the packet. Please read this information carefully before reviewing the packet.

We hope these collected materials will be of value and assistance to you. If further search material is needed please do not hesitate to contact your field representative, Miss Mary Jo Bruett.

INFORMS

EDUCATIONAL MEDIA SECTION

Kathy Borlin

(Mrs.) Kathy Borlin
Research Associate

KB/gn

BEST COPY AVAILABLE

INFORMS

Hello! I'm your Information Packet

To help introduce me please read the definitions below and examine my format before beginning to work.

PACKET CONTENTS: The packet contents is your personal copy of the materials that are included in the information packet. Read carefully.

ERIC: Educational Resources Information Center - is a national system designed to provide access to current, significant developments in educational research and exemplary programs.

DOCUMENTS: The term document is used to describe any published materials such as research reports, dissertations, bibliographies or monographs. In this packet you will receive one or both of the following:

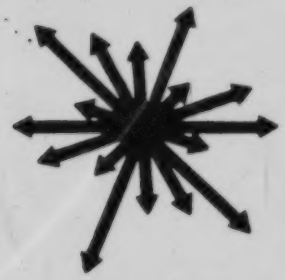
1. Document Abstracts - An abstract is a factual, objective abbreviated version of a complete document. From these abstracts you select those documents that are pertinent to your search question. To order microfiche copies of the complete document, simply enter the accession number - example ED 049 485 and title of the document on the retrieval request form.
2. Microfiche - Microfiche is a complete document on a 4"x6" sheet of film. A microfiche reader is required to read this microfiche. Microfiche received in the information packet are judged to be of general significance to your request question.

JOURNAL ARTICLES: These citations are from an ERIC index entitled Current Index to Journals in Education (CIJE), a monthly guide to periodical literature, with coverage of more than 500 major educational publications. In this packet you will receive one or both of the following:

1. Journal Citations - From the citations, you select those articles that are pertinent to your search question. To order simply enter the accession number - example EJ 045 405 and the bibliographic entry on the retrieval request.
2. Journal Articles - Articles received in the information packet are judged to be of general significance to your request question. JOURNAL ARTICLES ARE NOT AVAILABLE ON MICROFICHE.

4500-B13914-9/72

BEST COPY AVAILABLE



INFORMS

DPI NO. |_|_|_|_|_|_|_|_|

LOCAL NO. |_|_|_|_|_|_|_|_|

REQUEST ASSESSMENT

IOWA NETWORK FOR OBTAINING RESOURCE MATERIALS FOR SCHOOLS
Department of Public Instruction
Educational Media Section
Grimes State Office Building
Des Moines, Iowa 50319

1a. How many times have you requested information and technical assistance from INFORMS? _____ (Include present request)

b. Length of time between this request and the last request. (If first request, leave blank)

_____ Less than one month
_____ 1-3 months
_____ 4-6 months
_____ 7-9 months
_____ 10-12 months
_____ 13-15 months
_____ 16-18 months
_____ 19-21 months
_____ 22-24 months

2. At what level of planning will the information or assistance from this request be utilized?

_____ To alleviate needs immediately
_____ To plan for next year
_____ To develop intermediate plans (2-4 years)
_____ To develop long range plans (5-10 years)

3. Problems in making request, if any: (If additional space is needed, use the back side)

4a. After you defined the need to the INFORMS representative, about how long did it take for you to receive information or technical assistance?

_____ days or (No.)

_____ the same day

b. In terms of your needs, would you say that this was:

_____ too long

_____ a reasonable length of time

5. Based on the initial information or technical assistance received for this request, did you make another request on the same topic by returning the Retrieval Request form?

_____ Yes _____ No

If Yes: a. Check reason for making another request

_____ Desired information listed in abstracts, citations or bibliographies
_____ Information received from the initial request was inappropriate
_____ Desired more specific information

b. About how many days did it take to receive a response to the second request?

_____ days or _____ the same day
(No.)

If No: c. Check the reason for not making another request

_____ Information received from initial request was sufficient
_____ Decision to not make a second request was not related to the degree of satisfaction with the initial request information
_____ It would be a waste of time to make a second request since information from the initial request was inappropriate
_____ No information could be identified for the initial request

6. Indicate the amount of time an information service representative spent with you:

a. in trying to understand or specify your need or problem before requesting information _____ hour _____ minute

b. in helping you interpret or use the information after it was received _____ hour _____ minute

WHAT IS PROJECT INFORMS?

In an effort to respond to the growing need of educators to have research information in usable form and available for planning educational programs, the Iowa State Department of Public Instruction has initiated a new service to school districts. This new program is made possible by a federal pilot project granted to the State Department of Public Instruction entitled INFORMS (Iowa Network For Obtaining Resource Materials for Schools).

The goal of the Iowa Project INFORMS is to increase the level of knowledge of educational curriculum and instructional methods available as a result of research and development. This information will provide decision makers with a number of alternatives so local school personnel can select the curriculum and instructional methods that would best serve the needs of their school district.

The ERIC (Educational Resources Information Center) data base forms the main retrieval bank for INFORMS. The ERIC system of 18 subject oriented clearinghouses has been operating since 1966, collecting and securing current literature and other materials on education research and practice.

WHAT KINDS OF INFORMATION ARE AVAILABLE?

- Research Documents - computer searched abstracts and ERIC documents on microfiche.
- Journal Articles - selected from over 500 magazines indexed in Current Journals in Education. Expanded acces to many of these magazines is available through the Iowa State Traveling Library and their participation in I-LITE (Iowa Library Information Teletype Exchange).
- PREP Materials - prepackaged information interpreting research, development and best practice methods on specific educational topics.
- Consultative Assistance - State Department of Public Instruction consultants' services are available to INFORMS.

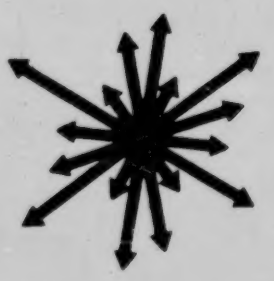
AM I ELIGIBLE TO RECEIVE SERVICES FROM PROJECT INFORMS?

INFORMS Field Representatives are located in the Regional Media Centers and/or Joint County Offices in eleven areas: Decorah, Fort Dodge, Marshalltown, Cedar Falls, Dubuque, Davenport, Cedar Rapids, Des Moines, Sergeant Bluff, Council Bluffs, Ottumwa. If you are not located in one of these areas contact DPI INFORMS directly.

FOR FURTHER INFORMATION ON HOW YOU CAN USE PROJECT INFORMS:

CONTACT:

Miss Mary Jo Bruett
INFORMS
Iowa Department of Public Instruction
Grimes State Office Building
Des Moines, Iowa 50319

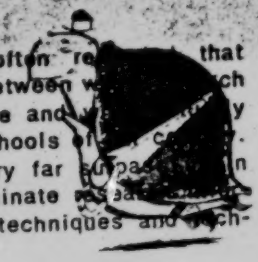


Iowa
Network
For
Obtaining
Resource
Materials for
Schools

IOWA STATE DEPARTMENT OF PUBLIC INSTRUCTION
GRIMES STATE OFFICE BUILDING
DES MOINES, IOWA 50319

BEST COPY AVAILABLE

BEST COPY AVAILABLE



Educators are often re[illegible] that there is a great lag between w[illegible]ch says is good practice and w[illegible]y takes place in the schools of o[illegible]. Business and industry far surpa[illegible]n the ability to disseminate resea[illegible] mation and put new techniques and tech-nology into practice.

With this in mind the State Department of Public Instruction applied for and received a grant to develop a Regional Information Network in Iowa, which would be put into action through the sixteen regional media centers. Out of this project has emerged INFORMS.

We are pleased to announce that the Regional Media Center in Area XI is now prepared to offer this new service to your school. We have the staff, resources and dissemination capacity to provide you with current information on topics within the curren[illegible] information on topics within the areas [illegible] curriculum, administration, teachin[illegible]ods and techniques, project and pro[illegible] The extent of our search will d[illegible]on your needs.

As you evaluate your present program or think about possible curricular or administrative changes for the future, we suggest that we can be of great service to you.

RESOURCES

The following resources are available for our use in helping you to search out most any type of educational information you might need.

1. ALERT -- An easy-to-use system which provides objective, summarized, and analyzed information about the best developed and tested innovative programs and projects throughout the country. Prepared by the Far West Laboratory for Educational Research and Development.

2. ELEMENTARY SCIENCE INFORMATION UNIT -- Contains filmstrips and cassettes, with a booklet on each of six major elementary science projects: COPES, ESS, IDP, MINNEMAST, S-APA, and SCIS. Prepared by the Far West Laboratory for Educational Research and Development.

3. SELECT-ED -- A Prescriptive Materials Retrieval System developed at Olathe, Kansas, which enables the user to readily identify instructional materials for individual pupil needs.

4. ERIC -- Educational Resources Information Center. Educational information collected and documented from over the entire country is available to us from a computer bank located in our Data Center. Through search we can provide bibliographies, summaries of ERIC documents, or secure the documents for you on Microfiche from the DPI.

BEST COPY AVAILABLE

5. PREP – Putting Research into Educational Practice. A series of monthly reports which focus on current educational problems. They contain a systhesis and interpretation of research, development, and current best practice on specific educational topics.

6. PROFESSIONAL LIBRARY -- A collection of outstanding professional books, journals and research tools to aid in the study of almost any topic in the area of education.

7. PRINTING services are available at cost.

Regional Media Center

Area XI

presents

Iowa Network For Obtaining Resource Materials for Schools

INFORMS

BEST COPY AVAILABLE

HOW CAN WE SERVE YOU?

1. Search out information on topics at your request.
2. Prepare informal or formal reports.
3. Present research information to faculty groups, school boards, citizen's committees, etc.
4. Assist with project or program design based upon our findings.

WHAT WILL IT COST?

There may be no charge at all. It will depend upon the extent of the search and the nature of report you desire.

WHO MAY REQUEST THIS SERVICE?

Any public school in Area XI may request service.

A school district should select one person to serve as the contact with our office.

Private schools may apply through their administrative office.

HOW DO I INITIATE A REQUEST?

Search request forms are available from the Regional Media Center.

WHOM DO I CONTACT?

Mrs. Betty M. Atwood, Curriculum Consultant
112-116 11th Street
Des Moines, Iowa 50309
Telephone: 284-6171

V. University of Iowa

A. Memo describing University of Iowa ERIC retrieval system
B. Suggestions for preparing a search request
C. ERIC search statistics and charges, 1971-72.

Memo

THE UNIVERSITY OF IOWA

To Faculty, Staff and Students

Computer Center

Subject: The Automated ERIC System

Date:

From Bruce Hemminger

BEST COPY AVAILABLE

The term ERIC is an acronym for Educational Resources Information Center which is a division of the Office of Education. This center performs the function of collecting and distributing documents pertaining to all aspects of Educational Research in elementary, secondary and higher levels of Education. The collection process is accomplished through ERIC Clearinghouses where each has responsibility for a specific subject area (note last page). Documents are either requested by or sent to the appropriate clearinghouse where they are screened and processed. Not all documents received are included in the data bases, only those which are felt to be most relevant in their respective field. The distribution process is primarily accomplished by printed and micro-fiche references. More recently, an automated search routine was made available to reduce some of the manual search time required to locate information of interest. This point becomes increasingly important because the files continue to grow in size. The acquisition and support (both financial and procedural) of the Automated ERIC System was made possible by a joint effort of the College of Education, University Library (Education-Psychology Library), and Computer Center. Two files are supported in the Automated ERIC System: the Report Resume and Journal Article files. The content of these files is identical to the Research in Education (RIE) and Current Index to Journals in Education (CIJE) printed references. Both files are quite large (approximately 100,000 documents currently) and continue to grow as quarterly updates are received. Although the majority of users will be from the Education Profession, I must stress that the available literature may be of interest to individuals in other disciplines. Past users of this source of information have included such diverse backgrounds as Dentistry, Library Science, Linguistics and Communications, Nursing, Pharmacy, and Urban Planning.

Support of the Automated ERIC System began on March 15, 1971. After 4-5 months operational experience, we learned of two major problems: First, there were some existing conflicts between the data base and search program and secondly, search costs were quite high. With these two problems in mind, a major reprogramming effort was undertaken in an attempt to resolve as many of them as possible. I am pleased to inform you that all of our objectives have been achieved and to a greater degree than was anticipated. Previously, average search costs for the Report Resume and Journal Article Files were $22.00 and $12.00, respectively. Our new average search costs for the Report Resume and Journal Article Files are $8.50 and $5.16, respectively. Our latest component charge schedule follows:

	Report Resume	Journal Article
Per request:	$2.00	$2.00
Per Term:	0.42	0.26
Per Record Searched:	0.000076	0.000066
Per Hit Produced	0.01	0.01

A new search capability was made available for your use on May 1, 1972. This capability allows you to specify a starting or terminating point (or both) for searching input descriptors. The new search capability is invoked by including the ED or EJ Number (including the ED or EJ prefix) in the Document Reference Number Selection Section. Please note that both files (Report & Journal) are maintained in descending document number order. Therefore, entries made in this section must be made in a reverse logical order. For example, if one were attempting to terminate searching after a specified point you would have to insert the terminating ED or EJ Number in the (AND GREATER THAN) line. Use of this section is optional and in most cases will not be used. Since Logical and Contextual Operators are fixed for this section, the only entry required (or permitted) is the desired ED or EJ Number(s).

The most likely use of this search capability will be for searching new information added to the files. This capability replaces our previous support of a third file (Update File) containing Quarterly Updates of information. If you wish to search new information added to the files, first consult with your ERIC Profile Consultant to obtain the current status of file completeness. Second, check the first page of output from your previous listing to obtain old file completeness information. If new information has been added, enter the Highest Document Reference Number from your previous run (along with ED or EJ prefix -- ED for Report; EJ for Journal) into the (AND GREATER THAN) line and enter input descriptors from your previous run.

Another use of this search capability is when 100 hits have been produced from a previous search. Our past policy regarding the occurrence of 100 hits was to encourage review of output in the interest of qualifying the search request further and then searching the file again. This policy will continue to be encouraged, however in some cases, it is not possible to qualify the search further. If this situation occurs, you are encouraged to use the skipping capability of the Document Reference Number Selection Section. Invoking the skipping capability requires entry of the last (100th) ED or EJ Number in the (AND LESS THAN) line along with your input descriptors. If your input descriptors are changed, you may not want to use the skipping capability (beyond the previously searched area) unless you are sure that no new hits will occur in the previously searched segment of the file.

A new information item has been added to the Report Resume File Updates which provides an indication of document availability on micro-fiche. Beginning with the 1971, 4th quarter update (ED051434-ED054390) and continuing for all future Report Resume Updates, a # symbol will be attached to the end of the document number when the source document is not available on micro-fiche. The absence of the # symbol should imply availability of the source document on micro-fiche.

ERIC CLEARINGHOUSES - December 1971

Adult Education
Syracuse University
107 Roney Lane
Syracuse, New York 13210

Counseling and Personnel Services
University of Michigan
611 Church Street
Ann Arbor, Michigan 48104

Disadvantaged
Teachers College
Columbia University
New York, New York 10027

Early Childhood Education
University of Illinois
805 West Pennsylvania Avenue
Urbana, Illinois 61301

Educational Management
320 Hendricks Hall
University of Oregon
Eugene, Oregon 97403

Educational Media and Technology
Institute for Communication Research
Stanford University
Stanford, California 94305

Exceptional Children
Council for Exceptional Children
1411 South Jefferson Davis Highway
Arlington, Virginia 22202

Higher Education
George Washington University
1 Dupont Circle, Suite 630
Washington, D. C. 20036

Junior Colleges
University of California at LA
405 Hilgard Avenue
Los Angeles, California 90024

Languages and Linguistics
Modern Language Association of America
62 5th Avenue
New York, New York 10011

Library and Information Sciences
American Society for Information Science
1140 Connecticut Avenue, N.W.
Washington, D. C. 20036

Reading
Indiana University
204 Pine Hall
Bloomington, Indiana 47401

Rural Education and Small Schools
New Mexico State University
University Park Branch
Las Cruces, New Mexico 88001

Science and Mathematics Education
Ohio State University
1460 West Lane Avenue
Columbus, Ohio 43221

Social Studies/Social Science Education
Social Sciences Building
970 Aurora Avenue
Boulder, Colorado 80302

Teacher Education
1 Dupont Circle
Suite 616
Washington, D. C. 20036

Teaching of English
National Council of Teachers of English
1111 Kenyon Road
Urbana, Illinois 61801

Tests, Measurement, and Evaluation
Educational Testing Service
Princeton, New Jersey 08540

Vocational and Technical Education
Ohio State University
1900 Kenny Road
Columbus, Ohio 43210

BEST COPY AVAILABLE

APPENDIX D

These samples illustrate the information available on each of the files as it appears in the various publications which are produced from the ERIC Data Base.

REPORT RESUME

ERIC Accession Number—identification number sequentially assigned to documents as they are processed

Author(s)

Title

Organization where document originated

Date published

Contract or Grant Number—contract numbers have OEC prefixes, grant numbers have OEG prefixes

Alternate source for obtaining documents

EDRS Price—price through ERIC Document Reproduction Service. MF means microfiche, HC means hard copy. When listed, not available from EDRS, other sources are cited above

Legislative Authority Code for identifying the legislation which supported the research activity (when applicable)

Clearinghouse accession number

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project

Report Number and or Bureau Number—assigned by originator

Descriptive Note

Descriptors—subject terms which characterize substantive contents. Only the major terms, preceded by an asterisk, are printed in the subject index

Identifiers—additional identifying terms not found in the **Thesaurus of ERIC Descriptors**

Informative Abstract

Abstractor's initials

ED 013 371 64 AA 000 223
Sonberg, Kenneth D.
Iconic Signs and Symbols in Audiovisual Communication, an Analytical Survey of Selected Writings and Research Findings. Final Report.
Sacramento State Coll., Calif.
Spons Agency—USOE, Bur. of Research
Report No—NDEA VIIB-449
Pub Date—15 Apr 66
Contract—OEC-4-16-023
Note—Speech given before the 22nd National Conference on Higher Education, Chicago, Ill., 7 Mar 66
Available from—Indiana University Press, 10th and Morton St., Bloomington, Indiana 47401 ($2.95)
EDRS Price—MF-$0.75 HC-$5.24 129p.
Descriptors—*Bibliographies, *Communication (thought transfer), *Perception, *Pictorial Stimuli, *Symbolic Language, Instructional Technology, Visual Stimuli
Identifiers—Stanford Binet Test, Wechsler Intelligence Scale, Imp. I.Q., Cupertino Union School District

The field of analogic, or iconic, signs was explored to (1) develop an annotated bibliography and (2) prepare an analysis of the subject area. The scope of the study was limited to only those components of messages, instructional materials, and communicative stimuli that can be described properly as iconic. The author based the study on a definition of an iconic sign as one that looks like the thing it represents. The bibliography was intended to be representative and reasonably comprehensive and to give emphasis to current research. The analysis explored the nature of iconic signs as reflected in the literature and research. . . . . (AL)

*The key to these codes appears in Research in Education

THESAURUS ENTRIES

USE REFERENCE FROM NONPOSTABLE SYNONYM TO MAIN TERM

DOCTORAL DISSERTATIONS
USE DOCTORAL THESES

DOCTORAL THESES 460
UF DOCTORAL DISSERTATIONS

USED FOR RECIPROCAL OF USE REFERENCE

GROUP CODE

DOCUMENTATION 330

SCOPE NOTE

BN DOCUMENT GENERATION, PROCESSING, AND USE

NARROWER TERM

NT INFORMATION ACCESSING

BROADER TERM

BT INFORMATION SCIENCE

RELATED TERMS

RT ABSTRACTING
ABSTRACTS
CIRCULATION
CATALOGING
CATALOGS
CITATION (REFERENCES)

A portion of the *Thesaurus of ERIC Descriptors* appears to the left with callouts identifying the elements of the display. In addition to the tape version, a hard bound printed version will be available June 15, 1970 from CCM Information Corporation, 909 Third Avenue, New York, New York 10022. Price: $7.95 per copy.

JOURNAL ARTICLE RESUME

EJ Accession Number

Clearinghouse Accession Number

Title

Author

Volume and Issue Number

Abbreviated Journal Title*

Pagination

Publication Date

Descriptors
(Subject terms which characterize substantive contents. Only the major terms, preceded by an asterisk, are printed in the subject index.)

Identifiers
(identifying terms not found in Thesaurus of ERIC Descriptors)

Annotation

Annotator's Initials

EJ 012 584 VT 500 916
New Policy Encourages Innovation
Noakes, Harold L., *Agr Educ Mag* v42 n7
pp172-173, Jan '70
*Agricultural Education, *Summer Programs, *Financial Support, *Program Descriptions, Educational Innovation, State Aid, [*New York]
New York State provides 100 percent financial assistance to schools for approved innovative activities and demonstration projects conducted during the summer months. Reported are results of projects funded in supervision of instruction of adult groups. (DM)

*A list of these with full titles appears in Current Index to Journals in Education

LS&R
March 1970

BEST COPY AVAILABLE

Information in Reduced Files

Report Resume:

ED043394

PERSONAL AUTHOR: PRESCOTT, ELIZABETH; AND OTHERS

TITLE: AN INSTITUTIONAL ANALYSIS OF DAY CARE PROGRAM. PART II, GROUP DAY CARE: THE GROWTH OF AN INSTITUTION. FINAL REPORT.

PUBLICATION DATE: JUL 70

DESCRIPTOR: CERTIFICATION; *COMMUNITY ROLE; CONFLICT RESOLUTION; DAY CARE PROGRAMS; *DAY CARE SERVICES; *DECISION MAKING; EARLY CHILDHOOD; EQUIPMENT STANDARDS; FOOD STANDARDS; INSTITUTIONAL ADMINISTRATION; INSTITUTIONAL FACILITIES; INSTRUCTIONAL STAFF; *LEADERSHIP RESPONSIBILITY; *STANDARDS

Journal Article:

EJ026290

PERSONAL AUTHOR: GROSS, LOUISE; MACEWAN, PHYLLIS

TITLE: ON DAY CARE

PUBLICATION DATE: WIN '70

JOURNAL CITATION: WOM REVOLUTION J LIBERATION; 1; 2; 26-29

DESCRIPTOR: ATTITUDES; *CHILD CARE; *CHILD DEVELOPMENT; CHILDHOOD NEEDS; *DAY CARE PROGRAMS; *DAY CARE SERVICES; *ENVIRONMENTAL INFLUENCES; FEMALES; ROLE THEORY; VALUES

EXAMINES QUESTION OF DAY CARE CENTERS IN RELATION TO THEIR CURRENT STATUS, HISTORICAL BACKGROUND, POTENTIAL FOR THE CHILD BOTH EDUCATIONALLY AND ATTITUDINALLY, AND IDEOLOGY. (CJ)

University of Iowa

Suggestions for preparing a search request

1. Obtain input descriptors from the Thesaurus of ERIC Descriptors.

2. Refer to the Rotated Descriptor Display in the back of the Thesaurus for noting keyword commonnes in your input descriptors.

3. Refer to the Term Usage Statistics (statistics apply to the Report Resume File) listing to obtain the number of occurrences of your input descriptors.

4. Avoid using more than one AND Connector Logic unless the chosen descriptors have very high frequency counts.

5. When possible, reduce the number of input terms by using a common keyword, keyword segiment(PREFIX, SUFFIX, etc.) or keywords. This is only possible if a common keyword, keyword segiment, or keywords are found and are unique to your chosen terms. This information can be found in the Rotated Descriptor Display.

6. Do not abbreviate an input descriptor unless you can reduce the number of input terms. Abbreviation may result in the same number of hits but will require more computer time.

7. Contextual Operator TEXT is about 3-4 times faster than the other Contextual Operators for the same number of hits.

8. The use of qualification by including another term linked by AND Logic is not recommended if the other terms linked by OR Logic will produce less than 100 hits.

9. Search elements using AND NOT Logic should be placed at the end of your search request.

10. A search element using AND Logic defines a group condition. This group can consist of one term or several terms linked with OR Logic. You should organize these groups from smallest to largest when preparing your search request. In the event that you have two or more groups with the same number of input terms, then organize them in the order indicated by item number 11.

11. Some computer time can be saved by ordering your input terms in the following manner:

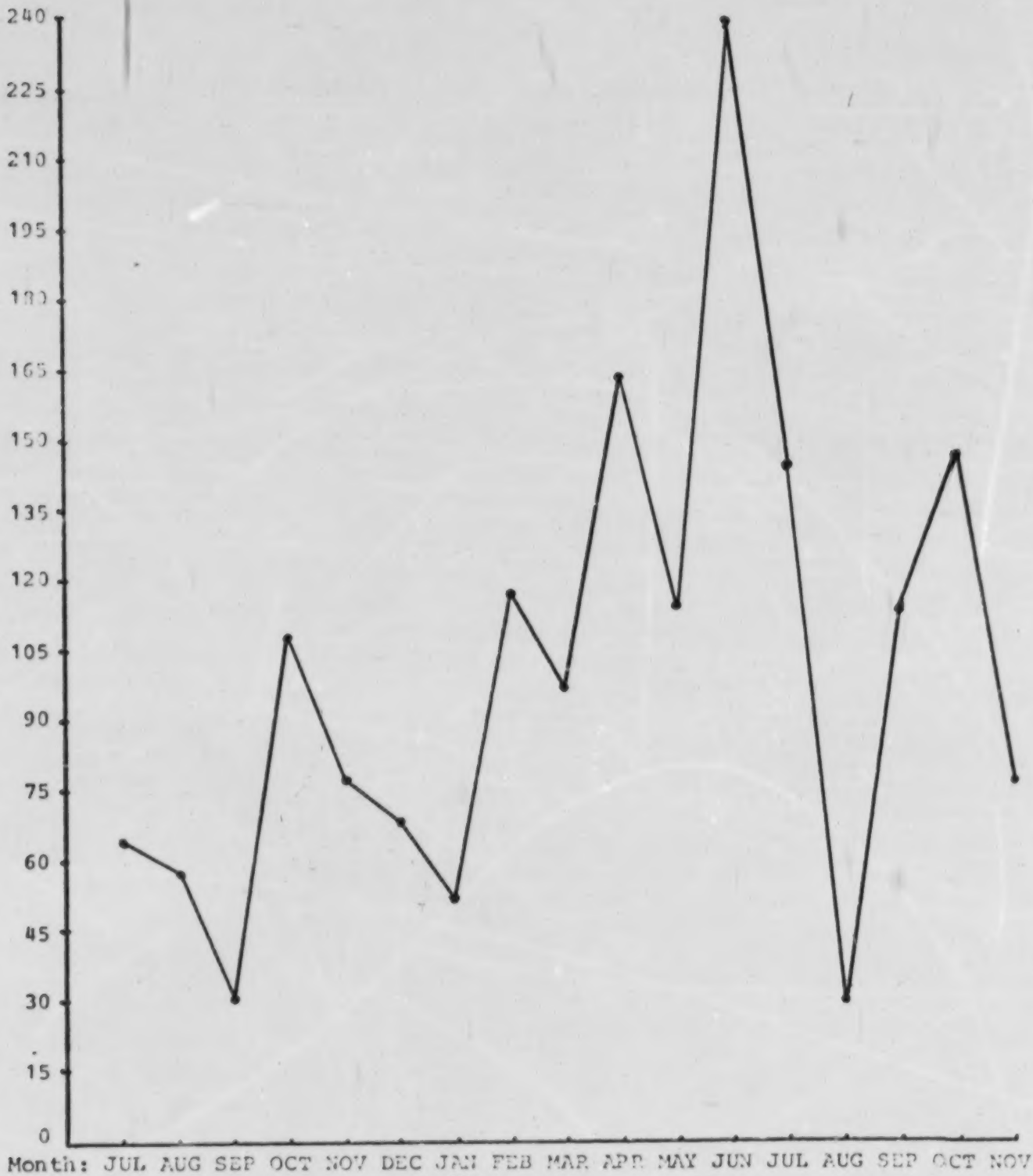
    a. Terms using OR Logic should be organized in descending frequency count order within each AND group.

    b. Terms or groups using AND Logic should be organized in ascending frequency count order.

University of Iowa

Monthly Search Counts (both files)

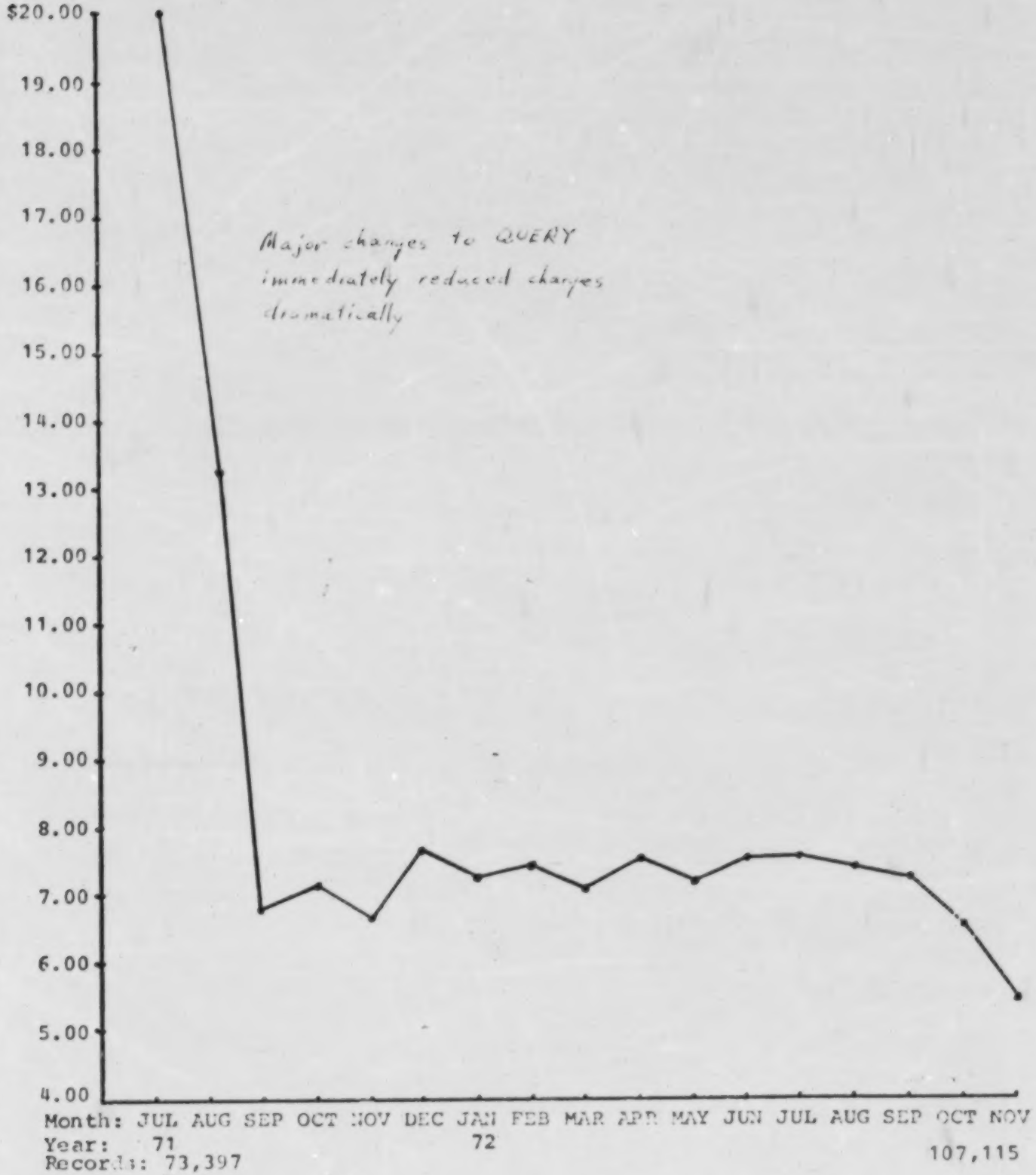
BEST COPY AVAILABLE



University of Iowa

Average Search Charge (both files)

BEST COPY AVAILABLE



VI. Kansas State Department of Education - Project COMMUNICATE

A. Paper describing Project COMMUNICATE - May, 1972
B. Sample monthly ERIC Activities Report - November, 1972
C. Search request form
D. Document request form
E. "Open Education"
F. Promotional brochure

May, 1972

KANSAS

PROJECT COMMUNICATE

I. Structure

Project Communicate, a pilot information dissemination system was initiated by the Kansas State Department of Education in December, 1971. Project Communicate functions under a full-time director. The project in turn is supervised by the assistant commissioner of the Division of Development, one of five divisions in the state department. (Appendix A)

The Kansas dissemination system serves 13 school districts in a pilot area, utilizing varied degrees of information saturation. A project field consultant provides in-depth service to four of the districts; three districts receive consultant service from the project director--service which is limited by the press of other duties. Six districts request and receive information by mail.

Districts in the pilot area have enrollments ranging from 550 to 2500. When one of the largest urban school districts (34,080) in Kansas is added to the pilot area early in the 1972-73 academic year, a second field consultant will be in charge.

II. Purpose

The purpose of Project Communicate is to supply information which will promote the adoption of new educational practices by educational decision-

makers in the pilot area, and in the state department. Specific objectives of the project are:

1. to affect a significant change in identification of educational needs within the pilot area.

2. to acquaint personnel of the pilot school districts with the services of Project Communicate.

3. to provide through various information resources, a choice of alternatives to educators for successfully achieving objectives.

4. to establish linkages between state and local levels that are required to promote adoption of new educational practices.

5. to influence attitudes among educators and the public within the pilot region for more widespread adoption of new educational practices.

6. to periodically evaluate the system.

III. Function

Topics covered in requests for information from pilot schools range in scope from the general to the specific--the traditional to the progressive. All requests are processed and coded by the project librarian in the central office who also screens the collected material for topic relevancy before it is returned to the client. The field consultant personally takes requests from his districts, delivers each individualized packet of information, and assists in any desired interpretation and application of the requested information. (See system flow chart)

BEST COPY AVAILABLE

Several divergent information resources are utilized either individually or in combinations to fill requests.

IV. Resources

1. Financial: Federal

2. Staff:
   - Director
   - Field Consultants (2)
   - Project Librarian (Bonnie Campbell, information specialist)
   - Informational Writer
   - Secretary I
   - Clerk Steno I

now 3 req.
1 part time student at KSU

3. Research Information:

   Computerized Information
   - ERIC (Educational Resources Information Center)
   - CIJE (Current Index to Journals in Education)
   - Kansas Promising Practices (as of October 1972)
   - Consultants (as of October 1972)

   Ready Reference
   - PREP (Putting Research into Educational Practice)
   - ALERT Materials (Alternatives for Learning through Educational Research and Technology)
   - Timely Topics (current interest booklets produced by the project staff)
   - Vertical File

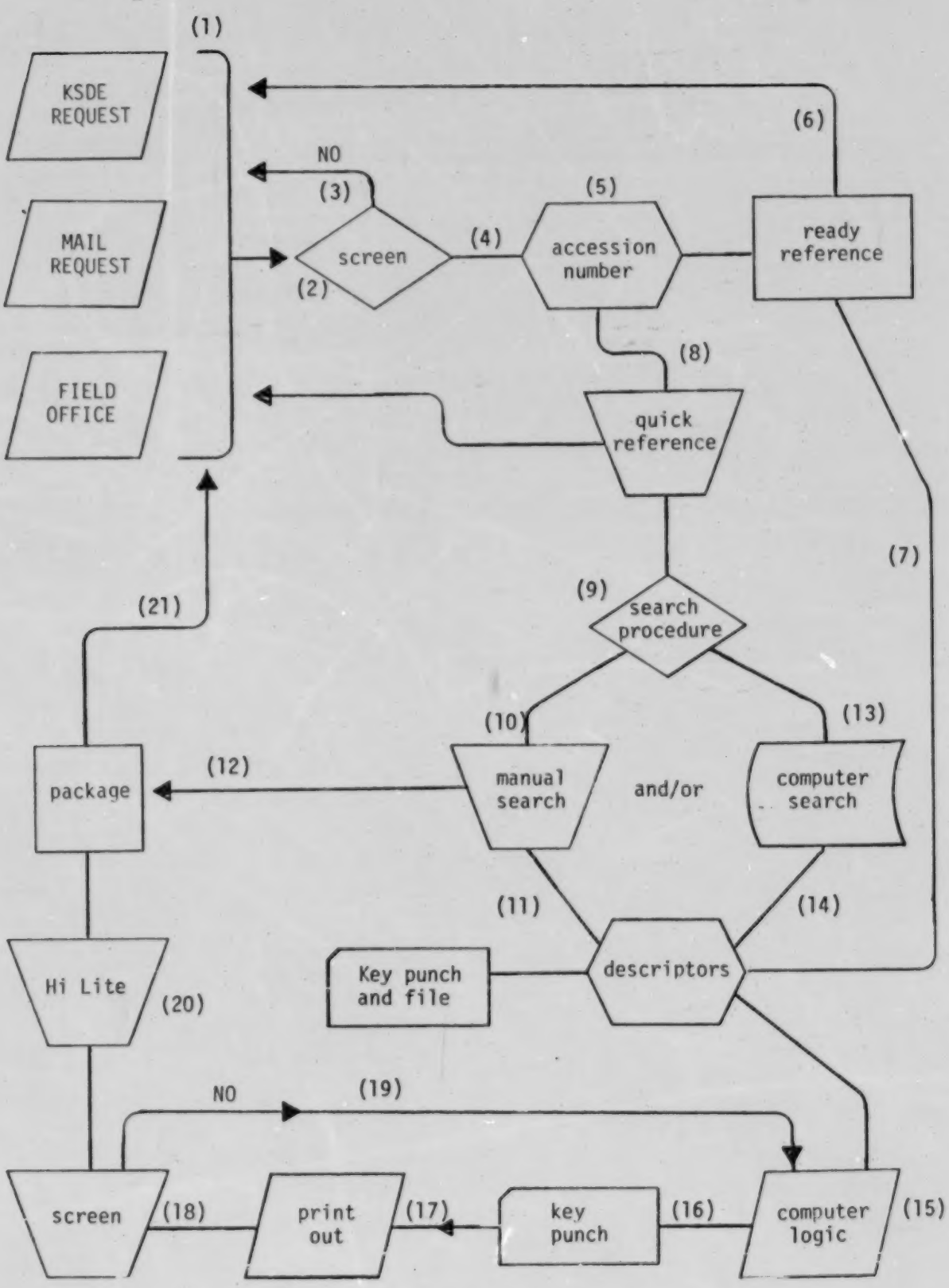
4. Libraries:

   - Department of Education professional library (over 300 educational magazines)
   - State Library (two blocks from project office)
   - Kansas State University Library

PROJECT COMMUNICATE

Information System Flow Chart

BEST COPY AVAILABLE



PROJECT COMMUNICATE

Information System Flow Chart

(1) Requests originate from KSDE staff, from Level I or Level II schools by mail (Form 50-06-101), or from field agent (Form 50-06-100).

(2) Project director screens request.

(3) If an ambiguity or other discrepancy exists, the client is contacted.

(4) Information is typed on form 50-06-100 (field office sends form 50-06-100 completed) 4-part NCR.

(5) 720000 series number is stamped on form 50-06-100, Log Sheet, working envelope and 3 x 5 card.

(6) If possible the request is filled by Ready Reference.

(7) Descriptors - key punch - filed - IBM card and form 50-06-100.

(8) Quick reference - an interest retaining technique for searches that cannot be filled by Ready Reference.

(9) Search procedure is determined.

(10) Manual Search - CIJE - Ed. Index - in-house material - special material.

(11) Descriptors - key punch - file - IBM card and form 50-06-100.

(12) Material is packaged and sent to client or field office.

(13) Computer search.

(14) Descriptors - key punch - file IBM card and form 50-06-100.

(15) Search logic is written.

(16) Key punch logic.

(17) Print out from computer.

(18) Print out is screened.

(19) If no -- rewrite logic.

(20) Hilite abstracts to help client and to give feedback to logic writter.

(21) Print out is packaged with order form (50-06-102) and returned to client. Form 50-06-100 is enclosed with field office package.

KANSAS

Project Communicate is the name chosen for the model comprehensive information system that the Kansas State Department of Education began implementing in December, 1971.

Kansas Project Communicate has established its pilot area, which includes twelve school systems of various sizes and various levels of information saturation. There are three school districts in each of four levels, containing approximatcly the same number of attendance centers, certified and non-certified personnel, and student population.

Level Four -- has full information saturation with a full-time field agent, i. e., one person's total responsibility. The field agent is a full-time change agent and uses the retrieval information in two ways: (1) a true information base for decision making, and (2) entry into the school system. The agent actively solicits information requests. There is at this level an attempt to identify latent innovators, opinion leaders, and other persons who will most likely utilize the information to promote change. He acts as a catalyst to coordinate other resources (such as outside consultants). The agent gives a slide presentation at each attendance center, explains the information retrieval system, leaves brochures about the project, and entertains questions.

Level Three -- has a part-time field agent because he has other duties. There is no active attempt to identify opinion leaders or others more likely to use the information retrieved to promote change. There is no active attempt to identify and use groups to bring more social pressure on late adoptors. The agent gives slide presentations and leaves brochures as in Level Four.

Level Two -- has no field agent. At each attendance center a staff member gives a slide presentation that explains the project, passes out brochures and entertains questions. After the initial contact the procedure is conducted by mail. The educator sends in a postage-paid card to obtain information.

Level One -- has no field agent or personal contact. A brochure explaining the project is mailed to each educator. This brochure has an attached business reply card so that the person can obtain information.

LEVELS OF INFORMATION SERVICE

	Brochure mailed	Brochure & slides	Field Agent part-time	Field Agent full-time
Level Four	*	*	*	*
Level Three	*	*	*	
Level Two	*	*		
Level One	*			

PROJECT COMMUNICATE STATISTICS

BEST COPY AVAILABLE

SEARCHES	TO DATE COMPLETE	NOV., 1972 COMPLETE	TOTAL
TEACHER	741	66	807
ADMINISTRATOR	133	23	156
BOARD MEMBER			
KSDE	133	10	143
PATRON			
STUDENT	1	1	2
PARAPROFESSIONAL			
NON-CERTIFIED	1		1
COUNSELOR	20	7	27
OTHER	51	14	65
TOTALS	1,080	121	1201

	TO DATE	NOV., 1972	TOTAL
* Computer Searches (RIE)	480	195	675
* Computer Searches (CIJE)	367	177	544
Abstracts Printed (RIE)	18,584	7,009	25,593
Abstracts Printed (CIJE)	5,576	3,018	8,594
Microfiche titles supplied	1,656	249	1,905
Microfiche reproduced	5,130	495	5,625
Average document pages		100	100
Hard copy pages supplied	2,860	876	3,736
Journal articles supplied	322	40	362
Additional information	118	257	375
PREPS	330	76	406
Extended School Year	265	15	280
Open Education		30	30

*Project Communicate search program installed 1 July 72.

PROJECT COMMUNICATE

Request Form

Name _____ Date _____

School _____ District _____

Address _____
street *city* *zip*

Check all terms that apply: Phone _____

( ) teacher ( ) board member ( ) patron ( ) paraprofessional

( ) administrator ( ) KSDE staff ( ) student ( ) non-certified

( ) counselor ( ) other

Describe the topic about which you are seeking information:

Reason for request:

Which of the following levels apply to your topic? (Check more than one if necessary)

( ) Pre–Primary	( ) Elementary	( ) Junior College	( ) Adults
( ) Kindergarten	( ) Junior High	( ) College	( ) Professional
( ) Primary	( ) Senior High	( ) Graduate	( ) No Level
( ) Intermediate	( ) Secondary	( ) Higher Ed.	( ) Other (Please Define)

SUBMIT ONLY ONE REQUEST PER FORM

PROJECT COMMUNICATE

DOCUMENT REQUEST FORM name _____

Should you desire a document, please list the number found in the upper left hand corner of the abstract.

ED _ _ _ _ _ _	ED _ _ _ _ _ _	ED _ _ _ _ _ _
ED _ _ _ _ _ _	ED _ _ _ _ _ _	ED _ _ _ _ _ _
ED _ _ _ _ _	ED _ _ _ _ _ _	ED _ _ _ _ _ _
ED _ _ _ _ _ _	ED _ _ _ _ _ _	ED _ _ _ _ _ _
ED _ _ _ _ _ _	ED _ _ _ _ _ _	ED _ _ _ _ _ _

Should you desire a journal article, please list the number found beside each bibliographic entry

EJ _ _ _ _ _ _	EJ _ _ _ _ _ _	EJ _ _ _ _ _ _
EJ _ _ _ _ _ _	EJ _ _ _ _ _ _	EJ _ _ _ _ _ _
EJ _ _ _ _ _ _	EJ _ _ _ _ _ _	EJ _ _ _ _ _ _
EJ _ _ _ _ _ _	EJ _ _ _ _ _ _	EJ _ _ _ _ _ _
EJ _ _ _ _ _ _	EJ _ _ _ _ _ _	EJ _ _ _ _ _ _

PLEASE RETURN ALL COPIES TO PROJECT COMMUNICATE OFFICE

OPEN EDUCATION

a summary

a bibliography

Kansas State Department of Education

Kansas State Education Building

120 East 10th Street Topeka, Kansas 66612

SEPTEMBER 1972

BEST COPY AVAILABLE

OPEN EDUCATION

MAXINE FITZGERALD
information writer

project communicate

RICHARD K. HERLIG
director

BONNIE CAMPBELL
information specialist

INTRODUCTION

Open Education is a pertinent subject. Material in this publication attempts to provide information about the topic to be used by educational practitioners and decision makers.

The first section is a summary of open education. This should give the reader an overview of possible alternatives to the traditional classroom.

The second section is a computer print-out of abstracts of ERIC (Educational Resources Information Center) documents. Also included is a list of libraries that have an ERIC collection.

Section three is a bibliography of over 50 of the most recent articles (32 are annotated) from journals of education. Many books that pertain to open education are also included.

If you wish more copies of this publication, contact--

Project Communicate
Kansas State Department of Education
120 East 10th Street
Topeka, Kansas 66612

(913) 296-3136

OPEN EDUCATION

"The term open education, refers to an approach to elementary school teaching which has spread widely throughout the British infant school enrolling children ages 5-7 since World War II--and which has been cropping up in a variety of American classrooms over the past four or five years," according to a 1971 report in *Nation's Schools*.

The major thing that the practice of open education requires is a different philosophy of approach to learning--one less formal, sometimes called more humane than that which is traditional. The philosophy began at least as far back as Rousseau and was later espoused by certain educators--among the more notable--Maria Montessori and John Dewey. In more recent years research in early childhood development confirmed this philosophy--the findings of Jean Piaget, a Swiss psychologist most widely acclaimed.

The central ideas of the philosophy, states the *Nation's Schools* report, are that "children learn in different ways at different times from things around them which interest them and from each other. And that children learn best when sparked by their own interests."

The Open Approach is Diverse

In England the open approach is confined to the infant schools housed either in separate buildings or together with the juniors. However, in the latter case, the approach is still limited to youngsters ages five-seven. Kindergarten ways continue to prevail through grades one and two. Cohen (1972) states: "Children are expected to learn to read and write but an infant classroom ... gives no special status to the three R's over other areas of learning ... a young child who builds a wagon out of wood, who paints a picture, or dresses up to give a play is not considered any less productive than the child who copies his letters or reads a book."

In the United States the open approach is applied in diverse ways for several reasons. For one thing, the practice is not confined to the very early grades but may in fact evolve in one, in several, or in all grade(s) at the elementary level. For another, except in rare cases, there is not the casual approach to learning that characterizes the English style and reading particularly is always the focus of much parental concern. For a third reason, essentially the aim of the British informal schools is not to lose sight of the original open philosophy that each child is unique. The American schools, however, respond to the needs of an expanded age range and parental concern about learning progress by providing self-paced, individualized instruction in an open setting. Prescribed curriculum sends each child toward the ultimate same goal (Weber, 1971).

However, the very fact there is no blueprint to begin or conduct an open classroom, works perhaps in its favor. Richman (1972) says that

"it defies 'packaging'." An individual teacher can open up a classroom gradually, adopting only what seems to work best for him and the children--still keeping within the administrative framework of the traditional school.

Teachers Interested in the Approach

Resnik (1971) reports that individual teachers in American elementary schools are interested in the open approach. " ... in almost any school one visits there are at least a few teachers who are either experimenting with the open concept or thinking about trying it."

Basically, states Nyquist (1971), the open approach "discards the familiar elementary classroom organization and the traditional stylized roles of teachers and pupil ... to provide a kind of schooling which permits children to learn at their own pace and in their own way."

In the transition, the informal setting is achieved by a decentralization process that provides clusters of tables and establishes interest centers about the room. The centers are stocked with a rich store of learning materials. Children choose their projects with subtle guidance from the teacher. The result produces much interaction of the children with the teacher and with each other.

Resnik (1971), a former teacher now an education journalist, who visits many classrooms each year, describes a typical open room:

> Most of the ones I've seen have large worktables instead of desks. The children keep their belongings in cubbyholes. There is no front of the room in the traditional sense. Upon entering an open classroom, one often has to look around for awhile to find the teacher who may be sitting with a small group of students on the floor, playing a game or conducting a mini-lesson.
>
> In the best open classrooms I've seen, each of these areas is filled with thought-provoking learning

> materials. A language arts corner might have word games and books for a variety of reading levels. Other common items in interest centers include animals, plants, balancing and measuring equipment for math, Cuisenaire rods, games, blocks and sandboxes. The classroom is something like a miniature carnival.
>
> Children usually work independently or in small groups and are free to move around the room to talk to anyone or explore the centers until they find some product with which they can become really involved.

A great deal is made of the importance of the right materials provided for learning in the informal classroom but in reality open education experts agree that "the success or the failure of an open school approach rests not on the materials but on the teacher." Richman (1972)

Teacher Change is Demanded

Overall the shift to the open approach asks a great deal of a teacher states *Nation's Schools* (1971):

> For one thing it requires a very radical shift in what she thinks education should be. For another it asks her to throw out a lot of conventional wisdom about teaching, that learning goals should be identical for each child, that a teacher preplans and schedules the time and work for her students and that specific times must be blocked out for presenting specific subjects.

Rogers (1971) states that it is essential that the teacher "begin to change his attitude towards children and learning, to become more an observer and listener, to become more responsive to children's interests and needs." Resnik (1971) says that open room teachers tend "to encourage play, spontaneity and individual creativity much more than the traditional ones do."

In accepting the challenge of an open classroom, many believe teaching becomes more work. Grade cards in the conventional sense are being

replaced by the more explicit evaluation reports so a teacher keeps records of what and how each child is doing. "I see no point in A's, B's, and C's," Weber (1971) emphasizes. "We want growth points so every teacher keeps a record of where the child is."

And although there is a profusion of commercial materials available, many open classroom teachers spend a great deal of time collecting or improvising "stuff" as British teachers call learning materials in the open classroom (Silberman, 1970).

In fact "stuff" appears to be limited only by the scope of the teacher's imagination and invention.

Learning Materials are Not Confined to Textbooks

Rogers (1971) listed materials as diverse in nature as bottle caps, popsickle sticks, typewriters, printing materials and animals. Silberman devoted a full page in *Crisis in the Classroom* to describing items he had seen used in England's open rooms.

"Each is there," Rogers says, "because the teacher decided there are obvious learning possibilities inherent in these materials. This is a different sort of structure from that usually found in a traditional classroom but it is neither random or unplanned." He continues, "I hasten to add, incidentally, that open teachers use many materials that are found in traditional classrooms, including workbooks, textbooks, programmed materials of various sorts, and so on. However, such materials rarely become the curriculum. They are used with individual children if the material meets a specific need. The difference lies in how such material is used."

Children are Free to Choose Projects

One of the basic tenets of the open approach is that learning is individualized. Children are not compared. Neither do they compete with one another for grades.

In the classroom, according to Nyquist (1971) "they move around freely, working together on their own or in small groups with the teacher. The overall learning process appears to be casual, random and spontaneous."

There is much interaction but activities as a class are limited. Richman (1972) states that "a child is free much of the time to choose his own projects. The teacher creates the learning situation but the children will be expected to work independently without expecting to be directed within an inch of their lives."

'Opening Up' the Room Gradually is Best

Rogers (1971) recommends reading what others have said about the open approach but says that the "best way to get the feel of open education is to visit classrooms operated this way. Talk with the teacher, observe the kids and ask them questions." Once ready to begin, according to Richman (1972), "a teacher may open the classroom for one or two periods a week or one period a day gradually retraining herself and the children as they go."

A first grade teacher in Arizona opened her classroom gradually over a span of three years, according to a report in *Early Years* (1972). The magazine states that there occurred "in between the 'before' and 'after' lots of close observation and soul-searching to find out what worked, what didn't ... and indeed whether the teacher really wanted it to."

The teacher persisted though and now has "plenty of learning center freedom for the children coupled with teacher-comforting time controls borrowed from the old style classroom." The teacher says:

> The centers made my children more independent - they're learning to learn from each other and to dig out information on their own. I have few discipline problems - the kids are so involved. And, best of all, I have more time for one-to-one and small group instruction because I'm not wasting it reteaching things to children who learned them the first time around and don't need a rehash.

However, for a teacher who would try it, Richman (1972) advises that the principal must lend his support and parents must be informed from the outset of the program for as long as it continues.

Open Schools in America

The open approach to education in the United States as in England is commonly adopted at the elementary level and is practiced in any type of building. In this country, however, greater latitude in interpretation of the open philosophy permits application in many ways.

Resnik (1971) points out that although few in number - there are rapidly growing programs in various parts of the United States. The North Dakota open school concept is being developed as a part of a comprehensive education change program being undertaken at the state level. In New York City a pilot project, The Open Door, has opened up certain existing elementary school rooms. Open Door teachers come from the City College of New York as part of a training and retraining program in the school of education. Both the North Dakota and New York programs and one in Washington, D. C., according to Silberman (1970), "represent conscious adaptations and modifications of the English experiments." In addition there are a few open style programs in public schools in Philadelphia, Pennsylvania,

San Antonio, Texas, and Tucson, Arizona; and the open approach is among other innovations being tried in campus experimental schools, private schools and specialized projects. (Head Start and Follow Through for examples).

An increasing number of schools in the United States, however, adopt the open concept to coincide with moving into a new open space building. In the open space schools there is prescribed curriculum; individualized instruction; team teaching and much reliance on testing. Characteristically, technology provides much support.

Certain open education advocates question the spirit of true openness in these type of American schools: according to Hapgood (1971) "the English have not relied on the panaceas of programmed instruction, educational hardware or what one head (British Principal*) called 'the cauldron' of team teaching." And Resnik (1971) states that "teaching machines, programmed learning kits, instructional materials centers and other elements in the new diversification of instruction do not necessarily spell genuine openness and independence of the learner. If the classrooms are open in name only, he can still be a prisoner of the conventional curriculum and achievements tests while working 'on his own' in interest centers."

Whatever the interpretation of the open approach, it is going to be subject to parental concern in America, particularly regarding competence in academic skills. Parents often ask, "Are they getting as much reading? Are they 'up' on everything as in regular classes?" (Andreae, 1970). Some parents even wonder whether learning in a school that children seen to enjoy can possibly be organized enough to be effective. A common question relates to structure.

*Parenthesized material is ours

Examples of Open Education in Kansas

Virginia Lundy, the principal of Bishop Elementary School, Topeka, tells that when a parent referring to Bishop's open classroom asks, "Do you have structure in your room?", she answers, "Yes, but I just hope the kids don't find it out."

She continued by saying that most children are flexible enough to adapt but that we must have a structure "it seems to me" for the teacher on a team in the open room who has had to give up so much that offers security. An advantage of being a member of a team, Miss Lundy said, is that "team polices team rather than a parent reporting something amiss."

The large open room with space provided for the 4th, 5th, and 6th grades--an addition to the existing building--was completed in March, 1970. Low bookstands separate the individual areas occupied by each grade. A team of nine teachers is in charge of the room and three teachers supervise each grade.

Although the principal would prefer it, Bishop's open classroom does not have multi-age grouping. For purposes of individualized instruction children are grouped within each grade according to the job each is doing at the time. For example--in reading a child starts at the level he demonstrates he can handle although he may be reading ahead or behind others his age.

All grades at Bishop receive conventional-type grade cards except for the first graders who are evaluated. The evaluation report shows the rate the child learned since skills that he mastered are recorded in cumulative fashion.

In the near future Virginia Lundy looks toward developing evaluation reports for grades 2 and 3 and organizing "interest" centers in the open room.

Criticism voiced by some that permissiveness is a characteristic of the open school would be questioned by Wilbur Jones, principal of Ray Marsh School, (K-6) Shawnee. Marsh students are encouraged to move about freely and they have proved worthy of that trust. The principal explained: "We curtail privileges of the five percent of the children that do not cooperate but will not penalize the other ninety-five percent for others' misdeeds."

When it was decided to replace the former school, Principal Jones and the staff helped in designing the new building. The major criterion was that the new structure would fit the new learning concept. The result is an open space building in which there is one permanent inner wall. The wall divides two large open areas - one occupied by the primary - the other by the intermediate grades.

Generally speaking, the Marsh concept provides for individualized instruction, non-graded levels, multi-age grouping and curriculum teams. Evaluation-type reports are used at both the primary and intermediate levels.

The principal and the staff function as a unit in all activities relating to the children and in other policy matters. The curriculum teams assist Mr. Jones in hiring new teachers.

In USD 342 at McLouth, six teachers in the elementary school (K-3) began in academic year 1972-73 to initiate a non-graded primary classroom in a traditional building. The no-fail philosophy is behind the concept says the kindergarten teacher who spearheaded development of the program but she also says that achieving such a goal will require good reaction from the community.

By the end of September, the non-graded program had been applied in the areas of science and social studies with math and reading to follow as

time and resources allow.

The children enrolled in the primary grades choose their participatory work in science and social studies regardless of age, grade or ability . The result is that each of the five units presently offered in science are taught simultaneously in five individual rooms to a mix of ages 5-8. Each child chooses three units of five offered. Teachers teach their assigned unit to three separate groups--completion time one week for each unit.

As a part of social studies, inviting persons from the community to explain their occupations has provided an interaction with adults that the children enjoy.

Author observation, however, was confined to science--specifically the unit on the honeybee which was being taught by Mrs. Marilyn Vernon, kindergarten teacher. At a designated time in the afternoon, an interchange of the children sent all but three or four kindergarteners off to other rooms. Those remaining were joined by children from grades 1-3.

Some of the children sat at tables, others on the floor while Mrs. Vernon drew a honeybee on the board. The children helped by labeling the parts. Later all moved to tables to freehand their versions of the bee. One child joyously confided that "tomorrow will be honey-tasting day." There was an informal and relaxed atmosphere which provided ample opportunity to help one another.

The non-graded concept required a lot of planning ahead, according to Mrs. Vernon. The six teachers involved met every day one week after school was out and had everything set up before summer vacation.

Mrs. Vernon said that it is important that a teacher be well orientated into the community before trying changes and even then changes have to be

accomplished gradually. She began teaching at McLouth seven years ago in the same year that Kenneth Rundle became superintendent and he expresses great confidence in her judgment.

The McLouth teachers envision establishing interest centers. For instance, they have considered setting up a mystery table or perhaps bookshelves in the corridor where children may pick up books at any time.

The correlation of time required for the scheduling of sound films or of the visiting guests from the community--for examples-- is a problem.

"At the moment I must say that it is still mostly group work," said Mrs. Vernon. "The children can't cope with freedom yet in kindergarten. It will take at least six weeks for them to settle down to the new school situation.

"I had excellent cooperation in organizing the program and certainly could not have gotten as far as I am now without assistance. Actually two of the teachers are new this year but we all will meet soon as a group and will get expressions of opinion regarding the program. My overall feeling is a very postive one!"

IMPORTANT USERS GUIDE TO THE AUTOMATED MATERIALS IMPORTANT

HOW TO INTERPRET THE PROFILE FORMAT

REPORT NUMBER — THIS IS THE NUMBER ASSIGNED TO EACH DOCUMENT ABSTRACTED. THE REPORT NUMBER IS PRINTED AT THE TOP OF EACH ABSTRACT.

ABSTRACT — THE ABSTRACT INCLUDES THE TITLE, AUTHOR (S), CONCISE SUMMARY OF THE CONTENTS OF A DOCUMENT, ORIGINATING AGENCY OR PUBLISHER, PUBLICATION DATE OF THE DOCUMENT, AND TOTAL NUMBER OF PAGES. THE TERM DOCUMENT IS USED TO DESCRIBE ANY PUBLISHED MATERIALS SUCH AS RESEARCH REPORTS, DISSERTATIONS, MONOGRAPHS, ETC.

DESCRIPTORS — THESE ARE THE EDUCATIONAL KEYWORDS ASSIGNED FROM THE ERIC THESAURUS BY THE ORIGINAL ABSTRACTOR OF THE DOCUMENT. THESE KEYWORDS ARE USED AS A BASIS FOR THE COMPUTER LOGIC WHICH RETRIEVES INFORMATION.

HOW TO ORDER ENTIRE DOCUMENTS

MOST DOCUMENTS ABSTRACTED BY ERIC ARE AVAILABLE IN MICROFICHE FORM AND MAY BE OBTAINED "ON LOAN" FROM LIBRARIES. SINCE MICROFICHE IS A REDUCTION OF AN ENTIRE DOCUMENT TO 4 x 6 INCH SHEETS OF FILM, A MICROFICHE READER IS REQUIRED.

MICROFICHE (MF) AND HARD COPY (HC) MAY BE PURCHASED FROM LEASCO INFORMATION PRODUCTS. PLEASE ADDRESS INQUIRIES TO:

ERIC REPORTS
LEASCO INFORMATION PRODUCTS INC.
4827 RUGBY AVENUE
BETHESDA, MARYLAND 20014

THE FOLLOWING LIBRARIES HAVE ERIC MICROFICHE COLLECTIONS:

WILLIAM ALLEN WHITE LIBRARY
KANSAS STATE TEACHERS COLLEGE
EMPORIA, KANSAS 66801

FORSYTH LIBRARY
FORT HAYS KANSAS STATE COLLEGE
HAYS, KANSAS 67601

KANSAS STATE UNIVERSITY LIBRARY
EDUCATION DIVISION
MANHATTAN, KANSAS 66502

EDUCATIONAL MEDIA CENTER
JOHNSON COUNTY COMMUNITY COLLEGE
57TH AND MERRIAM DRIVE
SHAWNEE MISSION, KANSAS 66203

WICHITA STATE UNIVERSITY LIBRARY
WICHITA, KANSAS 67208

MISSOURI SOUTHERN COLLEGE LIBRARY
NEWMAN AND DEQUESNE ROADS
JOPLIN, MISSOURI 64801

RESOURCE CENTER
MID-CONTINENT REGIONAL
EDUCATION LABORATORY
104 E. INDEPENDENCE AVENUE
KANSAS CITY, MISSOURI 64106

U. S. OFFICE OF EDUCATION, REGION VII
601 EAST 12TH STREET
KANSAS CITY, MISSOURI 64106

ERICABSTR
ED 059334

ERIC ABSTRACTS FOR
SEARCH NUMBER 0392

PUBLICATION DATE.. DEC 70

TITLE.. OPEN EDUCATION: ESEA TITLE I.

PERSONAL AUTHOR.. ANDREAE, JENNIFER; AND OTHERS

DESCRIPTOR.. ADMINISTRATOR ATTITUDES; *EDUCATIONAL CHANGE; *EDUCATIONAL PHILOSOPHY; ELEMENTARY SCHOOL STUDENTS; *FLEXIBLE CLASSROOMS; INDIVIDUALIZED INSTRUCTION; *OPEN EDUCATION; PARENT ATTITUDES; PARENT PARTICIPATION; READING INSTRUCTION; STUDENT TEACHER RELATIONSHIP; TEACHER ATTITUDES

EDRS PRICE.. EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE.. 81 P.

ABSTRACT.. CONTENTS OF THIS ACCOUNT OF THE ADAPTATION OF THE OPEN CLASSROOM PHILOSOPHY OF EDUCATION IN NEW ROCHELLE, BEGINNING WITH A SUMMER TITLE I E.S.E.A. REMEDIAL READING PROGRAM, INCLUDE THE FOLLOWING: (1) AN ACCOUNT OF THE EXPERIENCE OF A TRADITIONAL TEACHER IN CONVERTING TO AN OPEN CLASSROOM; (2) A DEFINITION OF THE APPROACH AND A DESCRIPTION OF THE LEARNING PRINCIPLES IT IS BASED ON; (3) A DOCUMENTATION OF THE NEW ROCHELLE SCHOOL DISTRICT REACHING THE POINT OF IMPLEMENTING THE OPEN CLASSROOM APPROACH, INCLUDING TEACHERS' AND ADMINISTRATOR'S MOTIVATION TO CHANGE AND THE UTILIZATION AND ADMINISTRATION OF THE CORRIDORS; (4) PARENTS' RELATION TO THE OPEN CLASSROOM; AND, (5) A DISCUSSION OF FORMULATIONS OF ROLE FOR STAFF IN THE FUTURE. THE APPENDICES CONTAIN TEACHERS' ACCOUNTS OF MOVEMENT TOWARDS AN OPEN CLASSROOM APPROACH, THE TEXT OF A QUESTIONNAIRE SENT TO PARENTS REGARDING THE CHANGES IN CLASSROOM AND STAFF ORGANIZATION, A SAMPLE INDIVIDUAL AND WEEKLY RECORD, AND FLOOR PLANS OF REPRESENTATIVE CLASSROOMS. (JM)

****END OF ABSTRACT****

ERICABSTR
ED 048669

ERIC ABSTRACTS FOR
SEARCH NUMBER 0392

PUBLICATION DATE.. JAN 71

TITLE.. COMPARISON OF INSTRUCTIONAL PRACTICES IN CLASSROOMS OF DIFFERENT DESIGN. FINAL REPORT.

PERSONAL AUTHOR.. KYZAR, BARNEY L.

DESCRIPTOR.. ACOUSTICAL ENVIRONMENT; ACOUSTICS; CLASSROOM ENVIRONMENT; INDIVIDUAL DIFFERENCES; OPEN PLAN SCHOOLS; RESEARCH PROJECTS; SCHOOL BUILDINGS; STUDENT TEACHER RELATIONSHIP; TEACHING METHODS

EDRS PRICE.. EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE.. 76P.

ABSTRACT.. THIS STUDY COMPARED VARIOUS INSTRUCTIONAL PRACTICES AND PROBLEMS IN OPEN PLAN CLASSROOMS WITH PRACTICES AND PROBLEMS IN CONVENTIONAL PLAN SCHOOL BUILDINGS. ONE SECONDARY AND THREE ELEMENTARY SCHOOLS HAVING OPEN PLAN CLASSROOMS WERE EACH PAIRED WITH A COMPARABLE SCHOOL HAVING CONVENTIONAL CLASSROOMS. INSTRUMENTS WERE USED TO RECORD: TEACHING TECHNIQUES, PSYCHOLOGICAL CLIMATE, SOCIAL ORGANIZATION, ORDER MAINTAINING TECHNIQUES, PROVISIONS FOR INDIVIDUAL DIFFERENCES, AND ACTIVITIES UTILIZED IN THE INSTRUCTIONAL PROGRAM. A SOUND SURVEY WAS CONDUCTED IN EACH OF THE SCHOOLS TO DETERMINE THE AMOUNT OF NOISE TRANSMITTED BETWEEN INSTRUCTIONAL AREAS OR ROOMS, AND SOUND LEVEL READINGS WERE TAKEN DURING INSTRUCTIONAL PERIODS TO ASCERTAIN ACTUAL CLASSROOM NOISE LEVELS. THE EVIDENCE GAINED IN THIS INVESTIGATION INDICATED THAT NOISE IS NOT A PROBLEM IN OPEN SPACE SCHOOLS. (AUTHOR)

****END OF ABSTRACT****

ERICABSTR
ED 055962

ERIC ABSTRACTS FOR
SEARCH NUMBER 0392

PUBLICATION DATE.. JUN 71

TITLE.. HELPING TRADITIONAL TEACHERS TO PLAN AND IMPLEMENT STUDENT CENTERED CLASSROOMS; SELECTED CLASSROOM PROJECT. FINAL REPORT.

PERSONAL AUTHOR. . JOHNSON, GERALD F. J.; PAGE, WILLIAM C.

DESCRIPTOR.. ADMINISTRATOR ATTITUDES; *CLASSROOM TECHNIQUES; *EDUCATIONAL CHANGE; EDUCATIONAL OBJECTIVES; *INSERVICE TEACHER EDUCATION; *OPEN EDUCATION; *SELF DIRECTED CLASSROOMS; STUDENT ATTITUDES; STUDENT CENTERED CURRICULUM; TEACHER ATTITUDES; TEACHER ROLE; TEACHING TECHNIQUES

EDRS PRICE.. EDRS PRICE MF-$0.65 HC-$9.87

DESCRIPTIVE NOTE . 237P.; ESEA TITLE III; PROJECT COD

ABSTRACT.. THE SELECTED CLASSROOM PROJECT WAS PLANNED, IMPLEMENTED, EVALUATED, AND DISSEMINATED BETWEEN OCTOBER 1970 AND JUNE 1971. IT NARROWED THE FOCUS OF PROJECT COD TO HELPING TEACHERS IN SPECIFIC CLASSROOM DEVELOP A PRACTICAL APPROACH TO THE TRANSITION FROM TRADITIONAL TO "OPEN" CLASSROOMS. THE 21 PARTICIPATING TEACHERS IN GRADES 4 THROUGH 8 WERE SELECTED BY THEIR PRINCIPALS ON THE BASIS OF TEACHING EXPERIENCE, COMPETENCE, AND MOTIVATION TOWARD CHANGE. THE HELP GIVEN THE TEACHERS BY PROJECT COD STAFF CONSISTED OF SMALL AND LARGE GROUP WORKSHOPS IN SPECIFIC TECHNIQUES, SUCH AS NONVERBAL COMMUNICATION AND GOAL SETTING, CONTINUATION OF INDIVIDUAL ASSISTANCE AND COUNSELING, AND ORIENTATION OF PARENTS AND ADMINISTRATORS. EVALUATION OF THE PROJECT WAS ACCOMPLISHED THROUGH PRE- AND POST-OBSERVATION USING A SPECIALLY DEVELOPED INSTRUMENT; ANALYSIS OF JOURNALS KEPT BY TEACHERS; AND QUESTIONNAIRES COMPLETED BY TEACHERS, PRINCIPALS, AND STUDENTS. RESULTS OF THE OBSERVATION SHOWED A DEFINITE CHANGE IN TEACHER AND STUDENT BEHAVIOR TOWARD THOSE BEHAVIORS IDENTIFIED AS BEING TYPICAL OF A STUDENT-CENTERED CLASSROOM. RESPONSES TO THE QUESTIONNAIRES INDICATED THAT THE MAJORITY OF THOSE INVOLVED--FROM 75 PERCENT TO 90 PERCENT--FAVORED CONTINUATION OF THIS APPROACH. DISSEMINATION OF THE PROJECT WAS ACCOMPLISHED THROUGH NEWSLETTERS, NEWSPAPER ARTICLES, AND CONFERENCE SPEECHES. (APPENDIXES CONTAIN COPIES OF THE EVALUATION FORMS, TABLES OF RESULTS, A STUDENT GOAL-SETTING FORM, AND A SAMPLE WORKSHOP OUTLINE.) (RT)

****END OF ABSTRACT****

ERICABSTP
ED 059617

ERIC ABSTRACTS FOR
SEARCH NUMBER 0392

PUBLICATION DATE.. 71

TITLE.. A BIBLIOGRAPHY OF OPEN EDUCATION.

PERSONAL AUTHOR.. BARTH, ROLAND S.; RATHBONE, CHARLES H.

DESCRIPTOR.. *ANNOTATED BIBLIOGRAPHIES; DISCOVERY LEARNING; *EDUCATIONAL CHANGE; EXPERIMENTAL SCHOOLS; FLEXIBLE SCHEDULING; *OPEN EDUCATION; OPEN PLAN SCHOOLS; SELF DIRECTED CLASSROOMS; SELF DIRECTED GROUPS; STUDENT CENTERED CURRICULUM; *TEACHING METHODS; UNGRADED CLASSES

EDRS PRICE.. DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE.. 66P.

ABSTRACT.. "OPEN EDUCATION" IS USED HERE TO DESIGNATE A GENERAL APPROACH TO TEACHING AND LEARNING WHICH PRESUMES THE CHILD'S RIGHT AND COMPETENCE TO MAKE IMPORTANT DECISIONS; VIEWS THE TEACHER MORE AS A FACILITATOR OF LEARNING THAN A TRANSMITTER OF KNOWLEDGE; ENCOMPASSES IDEAS SUCH AS VERTICAL OR "FAMILY" GROUPING; AND OFFERS FLEXIBILITY OF TIME, ADMINISTRATION, AND SPACE, AN ENVIRONMENT RICH IN MANIPULATIVE MATERIALS, AND ABUNDANT ALTERNATIVES AND CHOICE FOR STUDENTS. THIS BIBLIOGRAPHY IS DESIGNED TO PROVIDE A STARTING PLACE FOR THOSE INTERESTED IN OPEN EDUCATION AND TO MAKE AVAILABLE TO THOSE ALREADY FAMILIAR WITH THESE IDEAS AND PRACTICES AN EXTENSIVE RESOURCE WHICH WILL ASSIST FURTHER EXPLORATION. IT IS DIVIDED INTO THREE SECTIONS--BOOKS AND ARTICLES, FILMS, AND PERIODICALS--AND EACH OF THE 265 ANNOTATED ENTRIES IS LISTED UNDER ITS APPROPRIATE CATEGORY ALPHABETICALLY BY AUTHOR. THE PUBLISHER OR DISTRIBUTOR IS INCLUDED WITH EACH ENTRY AND COMPLETE ADDRESSES ARE ALSO PROVIDED IN A SEPARATE LIST. AN INDEX PROVIDES ACCESS TO ENTRIES BOTH BY AUTHOR AND TITLE. (AUTHOR/SM)

AVAILABILITY.. ADVISORY FOR OPEN EDUCATION, 90 SHERMAN STREET, CAMBRIDGE, MASSACHUSETTS 02140 ($1.25)

****END OF ABSTRACT****

ERICABSTR
ED 058160

ERIC ABSTRACTS FOR
SEARCH NUMBER 0392

PUBLICATION DATE.. AUG 71

TITLE.. CHARACTERISTICS OF OPEN EDUCATION: RESULTS FROM A CLASSROOM OBSERVATION RATING SCALE AND A TEACHER QUESTIONNAIRE.

PERSONAL AUTHOR.. EVANS, JUDITH T.

DESCRIPTOR.. *CLASSROOM ENVIRONMENT; *CLASSROOM OBSERVATION TECHNIQUES; *EDUCATIONAL INNOVATION; *OPEN EDUCATION; *SELF DIRECTED CLASSROOMS

EDRS PRICE.. EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE.. 68P.

ABSTRACT.. A CLASSROOM OBSERVATION RATING SCALE, BASED UPON A RECENT ANALYSIS OF THE LITERATURE AND CONCEPTUALLY VERIFIED BY OPEN EDUCATION ADVOCATES, EFFECTIVELY DIFFERENTIATED BRITISH AND AMERICAN OPEN CLASSROOMS FROM AMERICAN TRADITIONAL CLASSROOMS. THE INFLUENCE OF SOCIO-ECONOMIC SETTINGS WAS ALSO DEMONSTRATED. FOR THE THREE COMPARISON GROUPS, MORE FEATURES OF OPEN EDUCATION WERE FOUND IN HIGHER SOCIO-ECONOMIC SETTINGS THAN IN LOWER ONES. RATER-RELIABILITY FOR THE CLASSROOM OBSERVATION MEASURE WAS HIGH. THE CLASSROOM OBSERVATION RATING SCALE IS RECOMMENDED AS A SURVEY INSTRUMENT IN A SCHOOL SYSTEM THAT IS BEGINNING TO EXPERIMENT WITH OPEN EDUCATION. BASELINE DATA CAN BE GATHERED AND THE MEASURE CAN BE REPEATEDLY USED TO CHART CHANGES IN CLASSROOM PRACTICES. A TEACHER QUESTIONNAIRE, PARALLEL IN FORM TO THE CLASSROOM OBSERVATION RATING SCALE, MAY BE USED IN WORKSHOPS AS A STARTING POINT FOR A DIALOGUE ABOUT TEACHING. BOTH MEASURES CAN BE CONSIDERED AS INITIAL STEPS IN ADDING GREATER THEORETICAL PRECISION AND EMPIRICAL UNDERSTANDING TO THE CONCEPT OF OPEN EDUCATION. (AUTHOR)

****END OF ABSTRACT****

ERICABSTR
ED 058164

ERIC ABSTRACTS FOR
SEARCH NUMBER 0392

PUBLICATION DATE.. 71

TITLE.. CHARACTERISTICS OF OPEN EDUCATION: A LOOK AT THE LITERATURE FOR TEACHERS.

PERSONAL AUTHOR.. WALBERG, HERBERT J.; THOMAS, SUSAN CHRISTIE

DESCRIPTOR.. *INFORMAL ORGANIZATION; *LITERATURE REVIEWS; *OPEN EDUCATION; *PROGRESSIVE EDUCATION; *SELF DIRECTED CLASSROOMS

EDRS PRICE.. EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE.. 114 P.

ABSTRACT.. THIS STUDY ATTEMPTED TO PROVIDE AN ANALYTIC BASIS FOR AN OPERATIONAL DEFINITION OF OPEN EDUCATION. THE BASIC AIMS WERE 1) TO DEFINE SOME OF THE ESSENTIAL PEDAGOGICAL FEATURES OF OPEN EDUCATION; 2) TO DEVELOP EXPLICIT, CONCRETE INDICATORS FOR EACH FEATURE; 3) TO CHECK THE VALIDITY OF THE INDICATORS WITH THE MAJOR WRITINGS ON THE SUBJECT AND WITH IMPORTANT THEORISTS AND PRACTITIONERS IN THE UNITED STATES AND GREAT BRITAIN; AND 4) TO MAKE COMPARISONS TO OTHER RELEVANT APPROACHES, SUCH AS PROGRESSIVE AND AFFECTIVE EDUCATION. EIGHT MAJOR THEMES WERE USED AS A FRAMEWORK: 1) INSTRUCTION--GUIDANCE AND EXTENSION OF LEARNING; 2) PROVISIONING THE CLASSROOM FOR LEARNING; 3) DIAGNOSIS OF LEARNING EVENTS, 4) REFLECTIVE EVALUATION OF DIAGNOSTIC INFORMATION; 5) HUMANENESS--RESPECT, OPENNESS AND WARMTH; 6) SEEKING OPPORTUNITIES TO PROMOTE GROWTH; 7) SELF-PERCEPTION--THE TEACHER'S VIEW OF HERSELF AND HER ROLE; AND 8) ASSUMPTIONS--IDEAS ABOUT CHILDREN AND THE PROCESS OF LEARNING. SPECIFIC WORKS OF 28 SELECTED AUTHORS WERE EXAMINED AND ANALYZED FOR THEIR ATTENTION TO EACH OF THE EIGHT THEMES. THE AUTHORS WERE CLASSIFIED AS WRITERS OF HISTORICAL IMPORTANCE, PROGRESSIVE EDUCATORS, POPULAR CRITICS, AFFECTIVE EDUCATORS, AND WRITERS ON OPEN EDUCATION. A LIST OF PEDAGOGICAL CHARACTERISTICS IS PRESENTED, EACH ACCOMPANIED BY ILLUSTRATIVE QUOTATIONS FROM THE LITERATURE. (MBM)

****END OF ABSTRACT****

ERICABSTR
ED 058944

ERIC ABSTRACTS FOR
SEARCH NUMBER 0392

PUBLICATION DATE.. 1 DEC 71

TITLE.. OPEN-INFORMAL EDUCATION: RECOMMENDATIONS FOR RESEARCH AND DEVELOPMENT. FINAL REPORT.

PERSONAL AUTHOR.. KATZ, LILIAN G.

DESCRIPTOR.. COMPARATIVE ANALYSIS; EARLY CHILDHOOD EDUCATION; *EDUCATIONAL OBJECTIVES; EVALUATION TECHNIQUES; INSTRUCTIONAL MATERIALS; *OPEN EDUCATION; *RESEARCH PROJECTS; SCHOOL COMMUNITY RELATIONSHIP; *STUDENT TEACHER RELATIONSHIP; TEACHER BEHAVIOR; TEACHER EDUCATION; *TEACHING TECHNIQUES

EDPS PRICE.. EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE.. 39P.; SUBMITTED TO THE NATIONAL INSTITUTE OF EDUCATION PLANNING UNIT

ABSTRACT.. THIS REPORT OUTLINES A SET OF RESEARCH AND DEVELOPMENT EFFORTS BY MEANS OF WHICH THE NATIONAL INSTITUTE OF EDUCATION MIGHT PROCEED TO SUPPORT AND ENCOURAGE A TYPE OF SCHOOLING CALLED OPEN EDUCATION. PART I OF THE REPORT, RESEARCH AND DEVELOPMENT FOR THE SUPPORT OF OPEN-INFORMAL EDUCATION, IS COMPRISED OF FIVE SECTIONS: I. INTRODUCTION; II. THE PROBLEM OF TERMINOLOGY; III. THE PROBLEM OF DEFINITION; IV. TENTATIVE DEFINITION OF OPEN EDUCATION; AND V. RATIONALE FOR OPEN EDUCATION. PART II, CENTRAL ISSUES FOR THE IMPLEMENTATION OF OPEN EDUCATION, CONTAINS TWO SECTIONS: I. INTRODUCTION; AND II. RESEARCH AND DEVELOPMENT TOPICS. THESE RESEARCH AND DEVELOPMENT TOPICS ARE: 1. ATTRIBUTES AND BEHAVIOR OF TEACHERS RELATED TO EFFECTIVE OPEN INFORMAL TEACHING; 2. AUTHORITY, CONTROL AND PERMISSIVENESS IN TEACHERS; 3. DETERMINANTS OF TEACHER BEHAVIOR: 4. TEACHER SELECTION AND TRAINING; AND 5. APPROACHES TO TEACHER TRAINING. PROBLEMS RELATED TO OPEN INFORMAL EDUCATION ARE SEEN TO BE THOSE INVOLVING ADMINISTRATION, LEADERSHIP STYLE, SCHOOL-COMMUNITY RELATIONS, CURRICULUM MATERIALS, AND EVALUATION. AN APPENDIX COMPARES TEACHER-DIRECTED LEARNING AND TEACHER-FACILITATED LEARNING. (DB)

****END OF ABSTRACT****

ERICABSTR
ED 058955

ERIC ABSTRACTS FOR
SEARCH NUMBER 0392

PUBLICATION DATE.. NOV 71

TITLE.. MINDLESSNESS IN AND ABOUT THE OPEN CLASSROOM.

PERSONAL AUTHOR.. HENDERSON, RONALD W.

DESCRIPTOR.. CHILD DEVELOPMENT; CONDITIONED RESPONSE; DISCRIMINATION LEARNING; *EARLY CHILDHOOD EDUCATION; EDUCATIONAL ENVIRONMENT; EDUCATIONAL PROGRAMS; *ENVIRONMENTAL INFLUENCES; *MODELS; OBSERVATION; *OPEN EDUCATION; REINFORCEMENT; SELF DIRECTED CLASSROOMS; STANDARDS; TEACHER INFLUENCE

EDRS PRICE . EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE.. 20P.; PRESENTED AT THE 61ST ANNUAL MEETING OF THE NATIONAL COUNCIL OF TEACHERS OF ENGLISH, LAS VEGAS, NEVADA, NOVEMBER, 1971

ABSTRACT.. THIS PAPER REPORTS ON ALTERNATIVE PROGRAMS TO CURRENT EDUCATIONAL PRACTICE AS A MEANS OF OVERCOMING SOME INSTITUTIONAL BARRIERS TO CHANGE. THE PROGRAM REPORTED ON THE TUCSON EARLY EDUCATION MODEL, A COMPREHENSIVE EDUCATIONAL PROGRAM WHICH ENCOMPASSES ALL OF THE CRITERIAL ATTRIBUTES OF THE OPEN CLASSROOM AS SPECIFIED IN THE INTRODUCTION TO THIS PAPER. SPECIFICALLY, THIS PAPER SPECIFIES HOW CERTAIN PSYCHOLOGICAL PRINCIPLES MAY BE USED TO PROVIDE AN EFFECTIVE LEARNING ENVIRONMENT FOR YOUNG CHILDREN. IN THE NATURAL ENVIRONMENT CHILDREN ACQUIRE MANY COMPLEX SKILLS, LARGELY THROUGH OBSERVATIONAL LEARNING. THE TEACHER WHO IS AWARE OF THE WAYS IN WHICH MODELING INFLUENCES CHILDREN, AND OF THE CONDITIONS WHICH FACILITATE THE EFFECTS OF MODELING, IS IN A POSITION TO INFLUENCE THE GROWTH OF CHILDREN IN A VERY POSITIVE AND NATURAL WAY. ANOTHER WAY IN WHICH THE ENVIRONMENT CAN TEACH IS BY PROVIDING CUES, I.E., OBJECTS OR EVENTS IN THE ENVIRONMENT WHICH, AS THE CHILD LEARNS TO DISCRIMINATE THEM, SIGNAL APPROPRIATE BEHAVIOR. A THIRD CHARACTERISTIC OF AN EFFECTIVE LEARNING ENVIRONMENT IS THAT IT REINFORCES CHILDREN FOR THEIR PURPOSEFUL AND CONSTRUCTIVE BEHAVIOR. AN IMPORTANT ASSUMPTION IN THE PROGRAM IS THAT RESPONSIBILITY FOR LEARNING MUST IN THE FINAL ANALYSIS REST WITH THE STUDENT. (CK)

****END OF ABSTRACT****

ERICABSTR
ED 059181

ERIC ABSTRACTS FOR
SEARCH NUMBER 0392

PUBLICATION DATE.. 71

TITLE.. TEACHER BEHAVIOR IN AN INFORMAL BRITISH INFANT SCHOOL.

PERSONAL AUTHOR.. RESNICK, LAUREN B.

DESCRIPTOR.. *CLASSROOM OBSERVATION TECHNIQUES; *EARLY CHILDHOOD EDUCATION; *INFORMAL ORGANIZATION; *OPEN EDUCATION; PROGRESSIVE EDUCATION; *TEACHER BEHAVIOR

EDRS PRICE.. EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE.. 35P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION, NEW YORK, FEBRUARY 1971

ABSTRACT.. SYSTEMATIC OBSERVATION OF TEACHER BEHAVIOR IN SEVERAL CLASSROOMS OF AN INFORMAL BRITISH INFANT SCHOOLS WAS UNDERTAKEN IN ORDER TO DETERMINE TYPICAL PATTERNS OF INTERACTION BETWEEN TEACHER AND CHILD. AMONG THE MAJOR FINDINGS REPORTED ARE THE FOLLOWING: 1) A TYPICAL PATTERN OF TEACHER BEHAVIOR IN WHICH EXTENDED SUBSTANTIVE DISCUSSIONS WITH ONE OR A GROUP OF CHILDREN ARE INTERSPERSED WITH VERY BRIEF EXCHANGES, USUALLY CHILD-INITIATED AND OFTEN CONCERNED WITH ORGANIZATION OR MANAGEMENT QUESTIONS WITH INDIVIDUAL CHILDREN; 2) EXTENDED INTERACTIONS WHICH ARE DOMINATED BY QUESTIONING OF THE CHILD WITH RESPECT TO SUBSTANTIVE (ACADEMIC), PERSONAL, AND SELF-MANAGEMENT ASPECTS OF THE TASK ON WHICH HE IS WORKING; AND 3) BRIEF INTERACTIONS WHICH ARE HEAVILY CHILD-INITIATED AND PLAY A CLASSROOM MANAGEMENT AS WELL AS AN INSTRUCTIONAL FUNCTION. ON THE BASIS OF THESE DATA AND OTHER REPORTS, INFORMAL TEACHING STYLES ARE ANALYZED FOR THEIR MEANS OF FULFILLING CRITICAL EDUCATIONAL FUNCTIONS. (AUTHOR)

****END OF ABSTRACT****

ERICABSIR
ED 059168

ERIC ABSTRACTS FOR
SEARCH NUMBER 0392

PUBLICATION DATE.. JAN 72

TITLE.. WHAT'S OPEN ABOUT OPEN EDUCATION? SOME STRATEGIES AND RESULTS.

PERSONAL AUTHOR.. DOPYERA, JOHN

DESCRIPTOR.. *CLASSROOM OBSERVATION TECHNIQUES; *EDUCATIONAL RESEARCH; *MEASUREMENT INSTRUMENTS; *OPEN EDUCATION; *PROGRESSIVE EDUCATION

EDRS PRICE.. EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE.. 25P.; SPEECH GIVEN AT ELEMENTARY-KINDERGARTEN-NURSERY EDUCATORS CONFERENCE, WASHINGTON, D.C., JAN. 1972

ABSTRACT.. THE AUTHOR CONTENDS THAT THE OPENNESS OF A PROGRAM CAN BE DETERMINED BY THE OPPORTUNITIES WHICH ARE PROVIDED FOR CERTAIN BEHAVIORS, ACTIVITIES, AND EVENTS TO OCCUR. EVEN THOUGH THE SPECIFIC CONTENT OF THE OPEN EDUCATION PROGRAMS MAY VARY, THE DEGREES OF FREEDOM FOR BEHAVING OR THE RELATIVE PRESENCE OF OPPORTUNITY FOR DIVERSE INVOLVEMENT DO NOT. THE PAPER DESCRIBES PROCEDURES AND RESEARCH UNDERTAKEN TO MEASURE THIS FACET OF OPENNESS BY MEANS OF A PROGRAM STRUCTURE INDEX AND A SPECIFIC VERSION OF THE PROCEDURE, THE OPEN PROGRAM STRUCTURE INDEX (OPSI). THE CONCERN OF THE GENERAL PROCEDURE IS TO CHARACTERIZE THE EXTENT TO WHICH IT IS POSSIBLE FOR A SPECIFIED BEHAVIOR, ACTIVITY, OR EVENT TO OCCUR IN A PROGRAM SETTING, AND ILLUSTRATIONS OF THE USE OF THIS PROCEDURE ARE INCLUDED. IN THE OPEN PROGRAM STRUCTURE INDEX, 15 SPECIFIC ITEMS ARE USED AS THE BEHAVIOR AND ACTIVITY CRITERIA, AND THE PROGRAM IS SPECIFIED AS IT OCCURS ON A TYPICAL DAY. RATINGS ARE MADE FOR EACH CRITERION USED AND FOR EACH TIME PERIOD DESCRIBED. THE PROCEDURE HAS BEEN USED TO INDEX OPENNESS IN SEVERAL SCHOOL AND EARLY CHILDHOOD PROGRAMS AND APPEARS TO BE METRICALLY ADEQUATE. INDICATIONS ARE THAT OPSI CAN BE USED TO INDEX A FULL RANGE OF PROGRAMS RELIABLY AND VALIDLY, AND THAT IT IS ALSO ADAPTABLE FOR RATING THE COMPONENTS OF A PROGRAM. (MBM)

****END OF ABSTRACT****

ERICABSTR
ED 057102

ERIC ABSTRACTS FOR
SEARCH NUMBER 0392

PUBLICATION DATE.. JUN 71

TITLE.. A SURVEY OF TEACHERS' OPINIONS REGARDING OPEN-AREAS.

PERSONAL AUTHOR.. PRITCHARD, D.L.; MOODIE, A.G.

DESCRIPTOR.. ATTITUDE TESTS; EDUCATIONAL FACILITIES; EXPERIMENTAL TEACHING; FLEXIBLE FACILITIES; OPEN PLAN SCHOOLS; QUESTIONNAIRES; TEACHER ATTITUDES; TEACHING CONDITIONS; TEACHING METHODS; WORK ATTITUDES

EDRS PRICE.. EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE.. 14 P.

ABSTRACT.. THIS SURVEY AUDITS BOTH CURRENT AND FORMER OPEN PLAN SCHOOL TEACHERS, MOST OF WHOM SUPPORT THE USE OF THIS CONCEPT FOR THE MAJORITY OF PUPILS. THERE ARE SOME RESERVATIONS, AND CHANGES IN TEACHER TRAINING, FACILITIES, AND PROCEDURES ARE RECOMMENDED. (DLG)

****END OF ABSTRACT****

ERICABSTR
ED 056756

ERIC ABSTRACTS FOR
SEARCH NUMBER 0392

PUBLICATION DATE.. SEP 71

TITLE.. BEYOND "OPEN EDUCATION": GETTING TO THE HEART OF CURRICULUM MATTERS.

PERSONAL AUTHOR.. ELLIOTT, DAVID L.

DESCRIPTOR.. CLASSROOM ENVIRONMENT; *CURRICULUM; *DEVELOPMENTAL PROGRAMS; *EDUCATIONAL OBJECTIVES; *EDUCATIONAL PHILOSOPHY; *EDUCATIONAL PLANNING; OPEN EDUCATION; STUDENT BEHAVIOR; STUDENT ROLE; TEACHER ROLE

EDRS PRICE.. EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE.. 33P.

ABSTRACT.. MANY OF THE PACEMAKER BRITISH INFANT SCHOOLS POSSESS CHARACTERISTICS WHICH ADVOCATES OF OPEN EDUCATION WOULD LIKE TO SEE REPLICATED IN THIS COUNTRY. BUT IN THIS EXAMINATION OF THE QUALITIES AND GOALS OF OPEN OR "DEVELOPMENTAL" EDUCATION, AMERICAN EDUCATORS ARE CAUTIONED AGAINST OVERSIMPLIFYING AND ROMANTICIZING DEVELOPMENTS IN BRITAIN. EDUCATORS IN THIS COUNTRY SHOULD UNDERSTAND THE PROCESS BY WHICH THE BRITISH PACEMAKER SCHOOLS DEVELOPED AND THE IDEAS THAT GUIDED THIS PROCESS. SOME OF THE QUALITIES OF OPEN EDUCATION ARE DISCUSSED AND CONTRASTED WITH THOSE OF TRADITIONAL SCHOOL PROGRAMS. SUGGESTIONS REGARDING THE DEVELOPMENT OF PACEMAKER CALIBER PROGRAMS IN THE UNITED STATES INCLUDE IDEAS FOR INVOLVING TEACHERS, CHILDREN AND PARENTS IN THE PROCESS OF CHANGE, AND FOR DEVELOPING INCREASED INDEPENDENCE AND INITIATIVE ON THE PART OF BOTH CHILDREN AND TEACHERS. (MG)

****END OF ABSTRACT****

ERICABSTR ERIC ABSTRACTS FOR
ED 055327 SEARCH NUMBER 0302

PUBLICATION DATE.. 71

TITLE.. KALEIDOSCOPE 4: A DESCRIPTIVE COLLECTION OF PROMISING EDUCATIONAL PRACTICES.

PERSONAL AUTHOR.. KAUFMAN, BARBARA, ED.; CHIARO, BEVERLY, ED.

DESCRIPTOR.. CURRICULUM DEVELOPMENT; EDUCATIONAL INNOVATION; EDUCATIONAL PRACTICE; ETHNIC STUDIES; EXPERIMENTAL PROGRAMS; GUIDANCE SERVICES; HEALTH EDUCATION; HUMANITIES; INSTRUCTIONAL INNOVATION; LANGUAGE SKILLS; OPEN PLAN SCHOOLS; PROGRAM DESCRIPTIONS; SCHOOL ADMINISTRATION; SCIENCE EDUCATION; SOCIAL STUDIES; SPECIAL EDUCATION; STUDENT PARTICIPATION; VOCATIONAL EDUCATION

EDRS PRICE.. EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE.. 112P.

ABSTRACT.. THIS ISSUE KALEIDOSCOPE, WHICH FOCUSES ON PROJECTS INVOLVING INNOVATIVE EDUCATIONAL CHANGES, DESCRIBES 102 PROGRAMS IN ELEMENTARY AND SECONDARY SCHOOLS IN MASSACHUSETTS. THE PROJECTS COVER A WIDE RANGE OF EDUCATIONAL INTERESTS, INCLUDING SCHOOL ADMINISTRATION AND ENVIRONMENT, GUIDANCE AND SPECIAL NEEDS PROGRAMS, CURRICULUM AREAS, TOTAL PROGRAM EXPERIMENTATION, AND SCHOOL MANAGEMENT. EACH PROJECT DESCRIPTION INCLUDES A STATEMENT OF OBJECTIVES AND CONTENT, EVALUATIVE COMMENTS, PROFESSIONAL PERSONNEL BREAKDOWN, COSTS, AND INFORMATION CONTACTS. (RA)

****END OF ABSTRACT****

ERICABSTR
ED 046069

ERIC ABSTRACTS FOR
SEARCH NUMBER 0392

PUBLICATION DATE.. MAY 70

TITLE.. THE SCHOOLHOUSE OF 1980.

PERSONAL AUTHOR.. BURR, DONALD F.

DESCRIPTOR.. ARCHITECTS; EDUCATIONAL FACILITIES; EDUCATIONAL PROBLEMS; INDIVIDUALIZED INSTRUCTION; OPEN PLAN SCHOOLS; SCHOOL DESIGN; SCHOOL PLANNING; TEACHER ROLE

EDRS PRICE.. EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE.. 32P.; PAPER PRESENTED AT PACIFIC COAST BUILDERS HARDWARE ANNUAL CONFERENCE (25TH, VICTORIA, BRITISH COLUMBIA, MAY 25, 1970)

ABSTRACT.. THE MAJOR DIFFERENCES BETWEEN THE SCHOOL OF 1980 AND THAT OF TODAY WILL BE EMPHASIS ON INDIVIDUALIZED LEARNING. ANOTHER TREND WILL BE THE CHANGING ROLE OF THE TEACHER FROM A LECTURER AND VERBAL SOURCE OF FACTS TO A MANAGER OF THE LEARNING PROCESS AND SOURCE OF COUNSELING AND MOTIVATIONAL SUPPORT FOR STUDENTS. PHYSICAL FACILITIES WILL BE CHARACTERIZED BY OPEN SPACE PLANNING TO PROVIDE VARIETY AND FLEXIBILITY IN THE USE AND SIZE OF SPACES AND TO REDUCE CONVENTIONAL HALLWAY SPACE. EDUCATIONAL FACILITIES OF 1980 WILL ALSO BE MADE AVAILABLE AS LEARNING CENTERS FOR PEOPLE OF ALL AGES BECAUSE THE PROCESS OF EDUCATION WILL INCLUDE LEARNING EXPERIENCES IN THE COMMUNITY. (AUTHOR/MLF)

****END OF ABSTRACT*****

ERICAKSIR
ED 041846

ERIC ABSTRACTS FOR
SEARCH NUMBER 0392

PUBLICATION DATE.. JUN 70

TITLE.. THE FIRST 10 DAYS: INTEREST CENTERS.

PERSONAL AUTHOR.. GORDON, SANDRA L.; FULTON, JEAN

DESCRIPTOR.. ART ACTIVITIES; CENTERS OF INTEREST; CLASSROOM ARRANGEMENT; CLASSROOM GAMES; CLASSROOM LIBRARIES; EARLY CHILDHOOD EDUCATION; FURNITURE ARRANGEMENT; LESSON PLANS; ORAL COMMUNICATION; PRIMARY GRADES; SELF DIRECTED GROUPS

EDRS PRICE.. EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE.. 28P.

ABSTRACT.. INTEREST CENTERS ARE DESIGNED TO MEET THE NEEDS OF THE OTHER CHILDREN IN THE CLASS WHILE A SMALL GROUP WORKS WITH THE TEACHER ON THE ORAL LANGUAGE PROGRAM. THIS MANUAL IS INTENDED TO ASSIST TEACHERS IN ORGANIZING THE CENTERS, WHICH WILL BE USED FOR ABOUT AN HOUR EACH DAY. ARRANGEMENT OF FURNITURE IS DISCUSSED, SUGGESTIONS ARE MADE FOR AN ART CENTER, LIBRARY CENTER, AND SELF-INSTRUCTION CENTER, AND THE DAILY ROUTINE FOR USING EACH CENTER IS OUTLINED. DETAILED LESSON PLANS ARE PROVIDED FOR THE FIRST 10 DAYS, WITH SUGGESTIONS FOR FURTHER ACTIVITIES. FOUR APPENDIXES EXPLAIN HOW THE SERVICES OF A TEACHER AIDE CAN BE USED, HOW TO PREPARE "THINKER BOXES" OF ACTIVITIES AND GAMES TO DEVELOP CONCEPTS AND SKILLS, THE POSSIBLE EXTENSION OF INTEREST CENTERS TO INCLUDE SAND, WATER, WOODWORK, HOUSE AREA, AND BUILDING BLOCK ACTIVITIES, AND SAMPLE PLANS FOR THE ARRANGEMENT OF THE CLASSROOM. (MBM)

****END OF ABSTRACT****

ARTICLES

BERSON, Minnie P. "Inside the Open Classroom." *American Education*, May 1971, pp. 11-15.

A director of early childhood education programs at Illinois State University, Champaign, describes the open approach initiated at an experimental school operated jointly by the Champaign public school system and the university. Three open classrooms in the primary unit aim simultaneously at preparing teacher trainers and retraining classroom teachers.

BARTH, Roland S. "So You Want to Change to an Open Classroom?" *Phi Delta Kappan*, October 1971, pp. 97-99.

Barth has prepared 29 assumptions about learning and knowledge for measurement in degrees of agreement or disagreement by a potential rater. Barth opinionizes necessity of a "strongly agree" rating on the majority of the assumptions for any educator seriously considering the open education concept.

BILLINGS, Zilpha W. "Self-Selection Classroom." *Today's Education*, October 1970, pp. 14-16.

The self-selection classroom first created and developed by the author when teaching sixth grade, offered daily self-scheduling (daily at the intermediate level, weekly at the primary level); frequently changing heterogeneous grouping; and self-directing and self-correcting materials to learn with.

CAMP, Gloria S. "Take the Child Where?" *The Reading Teacher*, December 1970, pp. 239-43.

A reading consultant in a public school discusses how to: determine specific reading needs of each child; organize a reading program for meeting those needs; and establish learning centers offering a variety of interest materials.

FEATHERSTONE, Joseph. "Open Schools--Tempering a Fad." *National Elementary Principal*, October 1971, pp. 20-25.

Author of the first articles on British Infant schools which appeared in *The New Republic* in 1967 here enumerates and analyzes the various reasons that open education has achieved popularity of feverish proportions in America.

_____. "Great Room: a radical departure in school design." *School Management*, December 1971, pp. 24-7.

The great room is an addition to a North Kingston Rhode Island conventional campus-type high school. Objectives in building the addition were to add space for 1000 students at a minimum per pupil cost and to humanize education, at the same time providing improvements durable beyond fads.

GOMOLAK, Lou. "Open Education: the most sensuous classroom that I've ever seen." *Nation's Schools*, May 1971, pp. 52-55.

A staff reporter from the magazine writes quite candidly about the first open classroom he had occasion to visit. Gomolak's observation that everyone is touching something--painting, measuring, inventing, creating--prompts description "sensuous."

HAPGOOD, Marilyn. "The Open Classroom: Protect It From Its Friends." *Saturday Review*, September 18, 1971, pp. 66-9+.

An admirer of the English infant classroom which she visited in 1971 as a Fellow in early childhood education, is not enchanted with the results in some American classrooms imitating the British style. She believes the rooms can be improved by taking the transitional approach. "... children can have a chance to be educated to freedom while teachers learn to grant it...more and more can be attempted without the threat of disaster."

KAIRES, Eugene B. "Curriculum." *Education UpDate*, January-February 1972, pp. 6-7.

The Minnesota State Department of Education monthly publication devotes an issue to innovative practices in the state, including the Open School in St. Paul.

KILLOUGH, Kay. "Open Plan School." *Instructor*, August-September 1971, pp. 75-6.

A former principal of Matzke (Texas) School that was planned and designed specifically to encourage innovative practices, discusses the position of the principal in an open plan school.

MACK, Don, and KEMP, Kay. "Everything You Ever Wanted to Know about Open Education* *and never knew whom to ask." *Grade Teacher*, April 1972, pp. 66-70+.

Two members of a teaching team in a Culver City (California) elementary school provide some "how to do it" answers backed by five years of teaching experience in the open classroom.

McNALLY, Lawrence, and FLEMING, Glenn. "'Quest' for an Alternative." *Educational Leadership*, February 1971, pp. 490-3.

QUEST is a model program created by the Campus-School, State University of (Cortland) New York. The objective is to provide evidence that the open theory applied to curriculum decision-making, evaluation, and teacher redirection, can be translated to actual practice in any school.

NESS, M. G., and Marcus P. "How Much Freedom?" *Instructor*, October 1971, p. 21.

Opposite stands are taken on the subject of open education: a principal of a school that has made the change to the open classroom is happy that the school tried it; a teacher who points out strengths and weaknesses of the open approach appears to believe there is more of the latter.

NICKERSON, James F. "Plugging in and Out at Will." *Compact*, December 1970, pp. 36-37.

At Wilson Campus School, Mankato (Minn.) State College, the teacher role entails very little formal classroom work but functions as a resource readily available to individual students. The students create their own schedules, set their own pace, and foster their own interests and purposes at this school devoted to experimentation and innovation.

NYQUIST, Ewald B. "The Concept of Open Education." *The Science Teacher*, September 1971, pp. 25-8 (condensed *The Educational Digest*, November 1971, pp. 9-12.)

The Commissioner of Education, New York, discusses the philosophy, historical perspectives and implications of open education. An advocate of the open concept, Nyquist believes that "schools should change a little at a time so that children and teachers can grow with the change."

_____. "Open Classroom, American-Style." *Early Years*, April 1972, pp. 28-38.

Each of three teachers who placed in a "learning center" competition sponsored by the magazine, contributes a summary paragraph and floorplan drawing of her winning idea.

_____. "Open Education: Can British School Reforms Work Here?" *Nation's Schools*, May 1971, pp. 47-51 (condensed *The Education Digest*, September 1971, pp.5-8.)

The first article of three in a comprehensive special report on the open education concept delves into the philosophy of the approach, historic roots, the ideal roles of teachers and students, and the apprehensions--although for different reasons--of both exponents and detractors toward its future. (The report includes an extensive list of books, films, human resources on Open Education, pp. 60-61.)

WEBER, Lillian. "Open Education: an expert talks about its implications for reform." *Nation's Schools*, May 1971, pp. 56-59.

Three pronged report on open education provides questions for answer by Lillian Weber, director of the Open Door program in New York City. Typical topics include: differences in roles of British and American teachers; teacher activity, typical day, open room; major problems of open classroom teachers; criteria for measuring child's performance and progress; how principals should begin change to open education.

_____. "Open Space Schools and Open Education." *Inside Education*, February 1972, pp. 8-11.

A sampling of new or proposed school construction around state by the New York State Education Department, indicated that the open education concept and open space building are not necessarily wedded.

PEARSON, John C. "New Challenges in an Old Building." *Instructor*, August-September 1971, pp. 68-69.

Offering challenge to the belief of some that open education can exist only in an open space building is the Wisconsin State University Laboratory School. The school, housed in a 43-year old school building is dedicated to the premise that successful innovations evolved there can be moved to any classroom.

RATHBONE, C. H. "Assessing the Alternatives." *Childhood Education*, February 1971, pp. 234-8.

Alternatives to the present American education system is divided into two broad categories for analysis by the author: the systems approach, a more formal business-like approach to stated objectives; and the experimental approach, less formal, characterized by less specifically stated objectives.

RESNIK, Lauren B. "Open Education: Some Tasks for Technology." *Educational Technology*, January 1972, pp. 70-76.

The author suggests that technology is compatible with open education goals.

RESNIK, Henry S. "The Open Classroom." *Today's Education*, December 1971, pp. 16-17.

An educational journalist who has visited hundreds of classrooms and who strongly advocates the open classroom approach, fears that the average teacher misunderstands thus unwittingly betrays the basic fundamentals of the open philosophy.

RICHMAN, Vivien C. "Everything you ever wanted to know about open education* * and never knew who to ask." *Grade Teacher*, April 1972, pp. 67-8+.

An assistant professor of education at Chatham (Pennsylvania) College authors a second article under "whom to ask". Dr. Richman directs some specific advice to the lone innovator teaching an open classroom in an otherwise traditionally oriented school.

ROGERS, Vincent R. "Open Education." *Instructor*, August-September 1971, pp. 74-6+.

A professor of elementary education, University of Connecticut and open education expert, answers specific questions asked most about informal classrooms. Topics among others, include: how to begin informalizing; the anticipated role of teacher; expected standards in the classroom; record-keeping; and potential problems of change. Rogers recommends several books and films at the close of the article, pp. 78.

_____. "OPEN SCHOOLS On the British Model." *Educational Leadership*, February 1972, pp. 401-07.

Rogers here reviews reasons for the current American desire to imitate the British open classroom.

SHIPLEY, Blanche N. "Take the Plunge...I Did!" *Instructor*, August-September 1970, pp. 82.

A teacher returned to the classroom after her own family was grown sensed that the traditional approach to instruction was failing to properly motivate her students. Mrs. Shipley decentralized the room arrangement and gradually allowed the children more active participation in classroom decisions.

STOKER, W. M. Fred. "Konama--A Free School." *Educational Forum*, January 1972. pp. 189-91.

The head of a school in Corrales, New Mexico that has no organized classrooms or other restrictions described his belief that children are not ready to learn and will not learn until they want to.

_____. "The Open Space School: How Does It Work?" *The Education Digest*, February 1972, pp. 15-18.

A condensed version of an AASA (American Association of School Administrators) report which describes the compatibility of an open education program and an open space school plant.

WING, R. C. and MACK, P. H. "Wide Open for Learning: Project SOLVE." *American Education*, November 1970, pp. 490-3. (condensed *The Education Digest*, February 1971, pp. 19-21.)

A consortium-type project created to help solve the problems of six New Hampshire open space schools designed and constructed as most promising architecture to embrace all of the most promising educational practices. SOLVE administers programs and services to enhance the development of individual learning, teacher education, information dissemination and program evaluation.

WINN, Mildred. "Independent Study at Seven." *Childhood Education*, November 1970, pp. 72-4.

Description of a program initiated by the author in her classroom whereby the children could study on their own anything they were interested in pertaining to science with goal that their experiences should be shared with classmates. Article pinpoints how to: select a topic; organize for study; and report and share.

GOVERNMENT DOCUMENTS

_____. "OPEN PLAN." *Places and Things for Experimental Schools*, 1972, pp. 32-63. Office of U. S. Education Experimental Schools Program and Education Facilities Laboratory.

Along with other types of structures, the open plan building is discussed from the vantage of its accessibility to change. Also included are drawings and photos of the latest open space school buildings, furniture and equipment.

FURTHER REFERENCES

ANDERSON, R.A. "Open Learning Places: Matzke and Holbrook Schools", *Educational Technology*, June 1970, pp. 13-5

BEST, J.K., and RENFROW, O.W. "From the Twenties to the Future", *Educational Leadership*, November 1971, pp. 179-81

BHAERMAN, Steve. "Fondling the Real World", *Changing Education*, December 1971, pp. 20-22

BURHAM, Brian. "Open Education:Some Research Answers to Basic Questions", *Orbit*, December 1971, pp. 22-24

CHURCH, B. "Journal of a Slow Learner", *Media and Methods*, September 1971, pp. 37-40

_____. "Comparison of the perceptions of elementary school children in open area and self-contained classrooms in British Columbia", *Journal of Research and Development in Education*, Spring 1971, pp. 100-06

FEATHERSTONE, Joseph. "The British and U.S. Open Schools" Part I, *The New Republic*, September 11, 1971, pp. 20-5

_____. "Tempering a Fad: Open Schools" Part II *The New Republic*, September 25, 1971, pp. 17-21

MALES, Jerahmeel. "Meaningful Education--Is It Really Possible?" *Instructor*, November 1970, pp. 63-4

_____. "Informal (Open) Education, Student Freedom and Educational Technology" (symposium) *Educational Technology*, January 1972, pp. 5-78

_____. "Inside the Open Classroom", *American Education*, May 1971, pp. 11-15

_____. "Open Plan", *School Management*, August 1971, pp. 8-17

_____. "Pittsburgh's Special Open Classroom Course", *School and Society*, February 1972, p. 83

_____. "Put it all together school: Walnut Hill School, Englewood, Colorado", *Instructor*, April 1971, pp. 60-2

RATHBONE, C.H. "Open Classroom: Underlying Premises", *Urban Review*, September 1971, pp. 4-10

SPODECK, B. "Alternatives to Traditional Education", *Peabody Journal of Education*, January 1971, pp. 140-46

STAPLES, E. "Open Space Plan in Education",
Educational Leadership, February 1971, pp. 458-63

THOMAS, J.E. "Pod Units in an Elementary School",
School and Community, April 1971, pp. 12-13

TROW, William Clark. "Alternatives or Needs--An Epilogue to this Issue"
Educational Technology, January 1972, pp. 77-8

BOOKS

COHEN, Dorothy M. *The Learning Child.* New York: Random House, 1971.

FEATHERSTONE, Joseph. *Schools Where Children Learn.* Liveright, 1971.

GROSS, Ronald and Beatrice. *Radical School Reform.* Simon and Schuster, 1971.

HERTZBERG, Alvin and Stone, Edward F. *Schools Are For Children.* Schocken Books, 1971.

HOLT, John. *What Do I Do Monday?* New York: E. P. Dutton, 1970.

KOHL, Herbert. *The Open Classroom.* New York Review of Books: New York, 1970.

Open Education: Selected Readings. New York Citation Press, 1971.

Open Education: A Sourcebook for Parents & Teachers. Ewald B. Nyquist & Gene R. Hawes (Eds.), New York: Bantam Books, Inc., 1972.

ROGERS, Vincent. *Teaching In The British Primary Schools.* MacMillan.

SILBERMAN, Charles E. *Crisis in the Classroom.* New York: Random House, 1970.

BEST COPY AVAILABLE

"there must be a better way"

...to do
what we
must do
anyway..

...Educate
our youth.

BEST COPY AVAILABLE

There may be
a better way.

Most Educators
cannot find time
to cope with
the ever increasing
quantity of infor-
mation in education.

Project Communicate
can help you
obtain needed
information

BEST COPY AVAILABLE

ARE THE TOPICS OF INFORMATION LIMITED?

No. Topics covered by the ERIC system range in scope from the general (teachers, attitudes, techniques) to the specific (non teachers, resentment, simulation); from the traditional (summer school, letter grades) to the progressive (optional attendance, individualized instruction). In addition, the ERIC materials are continuously updated to provide coverage of new developments in the field.

HOW MUCH TIME IS INVOLVED IN PROCESSING A REQUEST?

Turn-around time is estimated at two weeks.

HOW MUCH DOES THE SERVICE COST?

At least until June, 1973, this service will be free to the user.

AM I COMMITTED TO USE THE INFORMATION AFTER I RECEIVE IT?

It is asked only that you read the information which was prepared for you, but you are not committed to any further use of the material.

HOW DO I OBTAIN THIS INFORMATION?

Information request forms will be sent to you upon receipt of the attached postage-paid card.

ROBERT R. (BOB) SANDERS, STATE PRINTER 101-H

VII. Massachusetts Department of Education

A. Search request form
B. Computer search form
C. Evaluation form
D. Promotional brochure

ERIC COMPUTER SEARCH REQUEST

REQUEST ORIGINATED BY *(PLEASE PRINT)*
NAME _____
ADDRESS _____
CITY _____ STATE _____
ZIP CODE _____ PHONE _____
ADDITIONAL BILLING INFORMATION _____

DATE SUBMITTED _____
DATE INFORMATION NEEDED _____
TITLE AND AFFILIATION _____

1. Concise statement of problem *(describe problem)*.

2. How is material intended to be used (to aid in processing searches)?

3. From what point of view would you like this information?

☐ Teacher	☐ Graduate Student	☐ Citizen
☐ Administrator	☐ University Professor	☐ Educational Planner
☐ School Board Member	☐ Parent	☐ Other _____

4. Which of the following levels pertain to your topic?

☐ Pre-primary	☐ Elementary	☐ Graduate
☐ Primary	☐ Secondary	☐ Adult
☐ Intermediate or Middle	☐ Junior College	☐ School District Administrative Policy
	☐ College	

5. Which aspects of the subject are you interested in *(please check 1 or more)*.

☐ Administrative implementation	☐ Administrative planning
☐ Classroom teaching methods	☐ Concepts (theory, trends, conferences)
☐ Curriculum planning	☐ Research
☐ Thesis or course work	☐ Methods (models, criteria, program guides, guidelines, techniques)
☐ Projects (programs, grants)	
☐ Reference (textbooks, statistics, resource materials, research reviews)	
☐ Other _____	

6. Which of the following data bases would you like searched?

☐ RIE ☐ RIE & CIJE ☐ AIM & ARM

7. How many abstracts shall we print?

☐ 50 or less ☐ 51 to 100 ☐ Up to _____

8. If you have access to an ERIC Thesaurus please list descriptors you judge helpful.
If you know of specific terminology please list it also. *(use reverse side for answer)*

Return to: INSTITUTE FOR EDUCATIONAL SERVICES, BOX 208, BEDFORD, MASS. 01730

COMPUTER SEARCH FORM

FILE# _____

COLUMNS (1 - 7)	COLUMNS (8 - 72)
FILE#	
SUBJECT (CONT)	
NAME	
ADDR	
ADDR2	
ADDR3	
ADDR4	
USE	(8)ED (11)EJ (14)VT CIRCLE DATA BASE(S) REQUESTED)
OR AND ANDNOT (1 - 7)	ERIC DESCRIPTORS (8 - 72)
SELECT	

PLEASE DO NOT WRITE BELOW THIS LINE

DATA BASE SEARCHED	IST PASS HITS
RIE ____	_____
CIJE ____	_____
A/A ____	_____
ADDITIONAL PASSES	
_____	_____
_____	_____
_____	_____

PREPARED BY: _____

COMMENTS

DATE RECD _____

COMPLETED _____

ABSTRACTS RETRIEVED _____

ABSTRACTS SENT _____

AMT. CHG. $ _____

EVALUATION FORM

FILE # A047/0 SEARCH # 0470

1. THE RESPONSE TO MY SEARCH WAS:

( )VERY USEFUL ( )MODERATELY USEFUL ( )NOT USEFUL

2. I FEEL THE TIME IT TOOK TO GET MY SEARCH RESULTS WAS:

( )FASTER THAN EXPECTED ( )AS EXPECTED ( )SLOWER THAN EXPECTED
(PLEASE EXPLAIN)

3. YOU RECEIVED THE ATTACHED DOCUMENT NUMBERS IN ANSWER TO YOUR SEARCH. PLEASE CIRCLE THE NUMBERS OF THOSE DOCUMENTS WHICH YOU ARE PLANNING TO ORDER OR TO LOOK UP.
IF YOU ARE NOT PLANNING TO ORDER DOCUMENTS, PLEASE CHECK: ( )

4. ARE YOU PLANNING TO ORDER: ( )HARDCOPY ( )MICROFICHE ( )BOTH ?

5. FROM WHOM ARE YOU PLANNING TO ORDER THESE DOCUMENTS ?

6. IN ADDITION TO THOSE DOCUMENTS THAT YOU WILL BE ORDERING, HOW MANY OTHERS WERE RELEVANT? _____

7. DO YOU HAVE ACCESS TO A MICROFICHE READER? ( )YES ( )NO
IF YES, WHERE?

8. WOULD YOU PLEASE IDENTIFY ANY DEFICIENCIES IN THE SERVICE OR INFORMATION PROVIDED TO YOU. (ADDITIONAL COMMENTS ARE WELCOME).

SEND TO: JOANNE M. PERRY, INSTITUTE FOR EDUCATIONAL SERVICES (IES),
P.O. BOX 208, BEDFORD, MASS. 01730

BEST COPY AVAILABLE

SEARCHES IN DEPTH

...for educational information

WHAT IS SID?

SID, or *Searches In Depth,* is a computerized information system that can provide an extensive, thorough compilation of references and abstracts on a subject of educational importance. This state-wide service is an essential cornerstone of an emerging national educational information network, funded by the National Institute of Education (NIE) in Washington, D.C. SID is operated by the Massachusetts Department of Education, with the assistance of the Institute for Educational Services (IES). The latter, a federally-funded, non-profit organization, is dedicated to facilitating educational renewal in public, private, and parochial schools.

WHO CAN BENEFIT FROM SID?

Anyone concerned with education, who needs in-depth information in response to a particular educational question, can benefit from SID. Students, teachers, superintendents, and school committee members are certainly potential users—and so is anyone else who wishes to study a particular facet of education. Through its efficient, thorough system for collecting and disseminating educational information, SID can save the user many hours of library search time.

WHERE DOES SID GET ITS INFORMATION?

SID selects information from three integrated, computerized ERIC data bases.

The first, *Research In Education* (RIE), currently indexes nearly 75,000 documents in the fast-growing ERIC (Educational Resources Information Center) microfiche collection. The materials are issued on 4- by 6-inch cards of film, called microfiche, each of which holds up to 70 pages of text. Microfiche can be read through a viewer, or reproduced in paper form.

The second data base is the *Current Index to Journals in Education* (CIJE), which indexes and abstracts more than 60,000 articles published in over 500 education-related journals. These articles are not available on microfiche, but can be examined at most libraries.

The third base is *AIM* (Abstracts of Instructional Materials) *and ARM* (Abstracts of Research Materials)—collections of documents on technical and vocational education. This data, too, is available on microfiche, as part of the ERIC collection.

SID offers abstracts of the latest information available on a given educational topic from documents and articles indexed in its system. Because of its extensive data base, it can usually provide the user with a much more rapid, thorough search than he can obtain from his own bibliographical work.

HOW CAN YOU OBTAIN SID INFORMATION?

SID is available through an information-brokering process. By dialing the telephone number below, you will be in touch with a negotiator who will help you define and refine your informational needs. Remember, the more specifically you can describe your area of concern, the more relevant and helpful the resulting *Search In Depth* will be.

For *Searches In Depth*
Call I E S:
(Institute for Educational Services)
(617) 271-2129

You can also order educational information by filling out the *Search In Depth Request Form,* enclosed in this flyer. Take care to list a telephone number where you can be reached

BEST COPY AVAILABLE

and return the form to the address listed at the bottom of the sheet. You will be contacted after your request has been reviewed.

It takes about two weeks for a SID request to be processed, produced, and returned to the user. The information packet you will receive will contain computer print-outs of abstracts of documents and articles relating to your question.

WHAT DOES SID COST YOU?

SID is funded primarily by the National Institute of Education, a research branch of the U.S. Department of Health, Education, and Welfare. For this reason the price for a *Search In Depth* is very low, and hopefully subsequent funding will keep this price as low or lower than it is now.

Since there are several search strategies available, depending on the type and volume of information you want, the price varies. The following table gives the cost breakdown, if you want: (1) information from one, two, or all three data bases (*Research In Education, Current Index to Journals in Education,* and/or *AIM and ARM*); (2) the most recent 50 abstracts, or the total data base in one, two, or all three categories.

SID VARIABLE PRICES

Data Base	*Most Recent 50 Abstracts*	*Total Data Base*
RIE	$16.00	8½c per abstract over 50
RIE and CIJE	$19.00	8½c per abstract over 50
RIE, CIJE, and AIM and ARM	$22.00	8½c per abstract over 50

Prices are subject to change without notice

BEST COPY AVAILABLE

The minimum charge is for up to 50 abstracts, even though the computer search may not actually produce that many documents. Over 50 abstracts, there is an additional charge of 8½¢ per abstract.

WHAT DO YOU DO WITH SID INFORMATION?

Once you have received your information packet and examined the abstracts, you can determine what documents you want to read in their entirety. At this point you can go to one of the Massachusetts Department of Education Regional Centers, or other resource centers which subscribe to the ERIC microfiche collections. The centers listed below will be able to assist you. Symbols indicate which centers can provide hard copy (paper print-outs), microfiche duplicates, and mail materials (see legend). All centers have microfiche viewers and charge a fee for duplicating services.

You can also order documents in the ERIC microfiche collection directly from: ERIC Document Reproduction Service, P.O. Drawer O, Bethesda, Md. 20014—at 65¢ per microfiche document or $3.29 per 100 pages of hard copy (paper print-outs).

For further information, contact:

DR. RICHARD A. GILMAN, Director
Bureau of Educational Information Services
Massachusetts Department of Education
182 Tremont Street, Boston, Mass. 02111
Telephone: (617) 727-5792, -5793, -5794.

MASSACHUSETTS DEPARTMENT OF EDUCATION REGIONAL CENTER ERIC COLLECTIONS

Northeast Regional Center
555 Chickering Road, North Andover, Mass. 01845
682-3784 or 688-1828

Pittsfield Regional Center
188 South Street, Pittsfield, Mass. 01201
(413) 499-0745

Southeast Regional Center
3092 Cranberry Highway (Route 28), East Wareham, Mass. 02571
295-4191

Springfield Regional Center
2083 Roosevelt Avenue, Springfield, Mass. 01104
(413) 734-2167

Worcester Regional Center
271 West Boylston St., West Boylston, Mass. 01583
235-6267

OTHER ERIC COLLECTIONS IN MASSACHUSETS

Boston College Library ■
Boston College, Chestnut Hill, Mass. 02167
969-0100, Ext. 309

Boston Public Library ♦ ■
Copley Square, Boston, Mass. 02117
536-5400

Mugar Library ♦ ■
Boston University, Boston, Mass. 02215
353-3710

Career Education Document Information System ■ ●
57 River Road, Andover, Mass. 01810
685-3526

Fitchburg State College ♦
Periodicals Librarian, Fitchburg, Mass. 01420
343-6417

Harvard University ♦ ■
Graduate School of Education, Cambridge, Mass. 02138
495-3423

Lowell State College Library
Rolfe Street, Lowell, Mass. 01854
454-8011

Merrimack Educational Center ♦ ■ ●
101 Mill Road, Chelmsford, Mass. 01824
256-3985

Springfield College Library
Alden Street, Springfield, Mass. 01109
787-2100

State College at Bridgewater ♦ ■
Maxwell Library, Bridgewater, Mass. 02740
697-6161, Ext. 454

State College at Framingham ♦ ■
Henry Whittemore Library, Framingham, Mass. 01701
872-3501

University of Massachusetts
Education Library, Amherst, Mass. 01002
545-0580

LEGEND: ♦ = Hard copy (paper print-outs)
■ = Microfiche duplicates
● = Mail service

Produced by the Bureau of Educational Information Services
Massachusetts Department of Education

VIII. New England Resource Center for Occupational Education (NERCOE)

A. Search request form
B. Document duplication request form
C. Promotional brochures

BEST COPY AVAILABLE

CLEARINGHOUSE
New England
Resource Center
for Occupational Education
at E|D|C 55 Chapel St., Newton, Mass. 02160
(617) 969-7100 Cable NERCOE

Retrieval =

REQUEST FOR INDIVIDUALIZED INFORMATION SEARCH

Please Type or Print

Name of Requestor ..... **Date of Request** .....

Title or Position .....

School or Organization .....

Address ..... **Tel.** .....

.....

Check Appropriate Boxes

User Category

- ☐ Teacher
- ☐ Teacher Educator
- ☐ Counselor
- ☐ State Dept. of Education
- ☐ Administration
- ☐ Vocational Education Agency
- ☐ Vocational Rehab.
- ☐ Research & Development
- ☐ Guidance & Personnel
- ☐ Other (Specify) _____

Service Area

- ☐ Agricultural Ed.
- ☐ Business & Office Education
- ☐ Health Education
- ☐ Distributive Education
- ☐ Ind. Arts Education
- ☐ Home Ec. Education
- ☐ Manpower Dev.
- ☐ Technical Education
- ☐ Trade & Ind. Education
- ☐ Other (Specify) _____

Detailed Statement of Problem .....

.....

.....

.....

.....

Education Level at which Information is to be Applied (please check)

- ☐ Elementary
- ☐ Middle
- ☐ Secondary
- ☐ Secondary Vocational
- ☐ Post-Secondary Vocational
- ☐ Area Vocational School
- ☐ Trade or Technical School
- ☐ Community College
- ☐ College or University
- ☐ Adult
- ☐ Special Education
- ☐ Other (Specify) _____

Primary Use for Requested Information (please check)

- ☐ Curriculum Development and Revision
- ☐ Project Research Proposal
- ☐ Evaluation and Research Measurement
- ☐ Administrative Problem
- ☐ New Program Planning
- ☐ Counseling
- ☐ General/Personal
- ☐ Speech, Report or Article
- ☐ Instructional Materials
- ☐ In-Service Staff Development
- ☐ Facilities Planning
- ☐ Other (Specify) _____

Have You Researched This Topic Before? ☐ **Yes** ☐ **No**

If the above is YES, what sources, authors, or document numbers did you locate?

.....

.....

.....

.....

Authorized Signature

BEST COPY AVAILABLE

REQUEST FOR DUPLICATION

Search #:

Mail to:

Name: _____

Title: _____

Organization: _____

Address: _____

_____

Bill to:

Name: _____

Title: _____

Organization: _____

Address: _____

_____

MF	MF/HC	HC/HC	ED Numbers	VT Numbers	Issue of AIM/ARM

Mode of Payment:* ____Prepaid ____Paid by Account ____Bill

Charges $ _____ Please pay this am

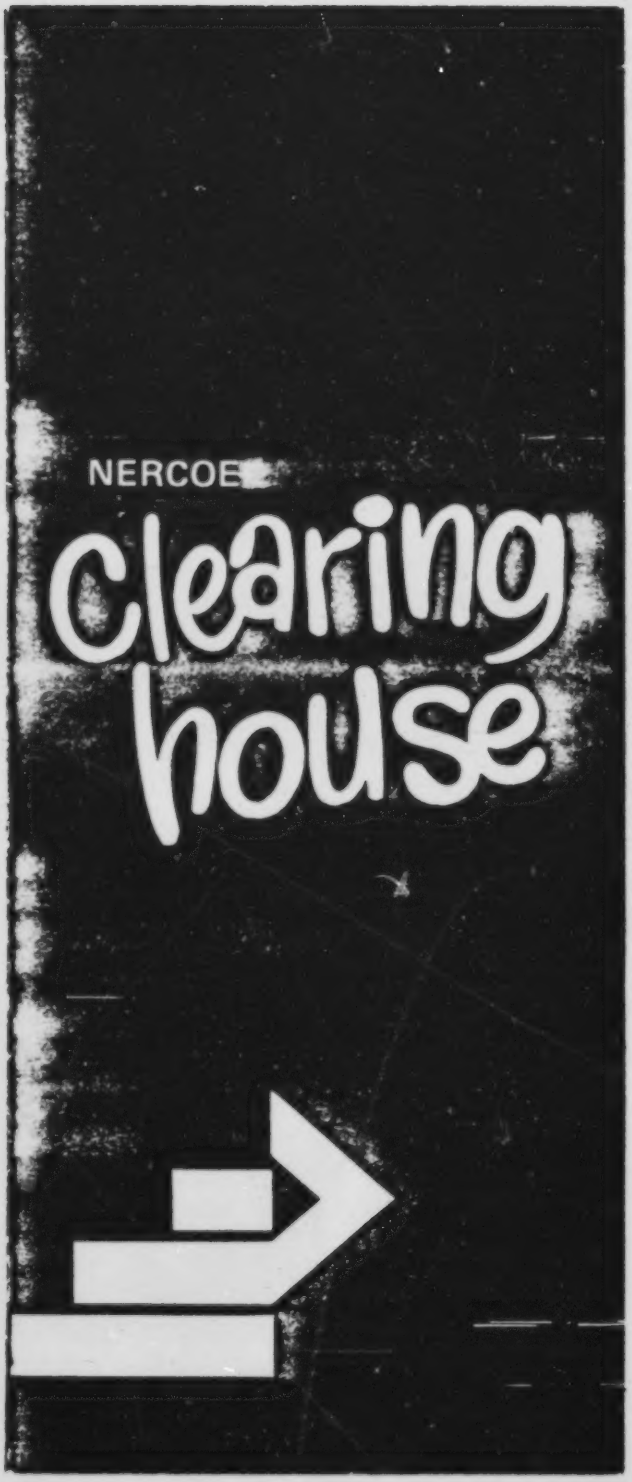
INSTRUCTIONS: Please fill in the appropriate columns to obtain the complete documents in the form of microfiche or hardcopy, of any of the abstracts you have received. Fill in the ED number wherever it appears at the top of the abstract. If no ED number appears please fill in the VT number and the issue of AIM or ARM, which is also included in your abstract.

Please check your abstract before ordering to see if the document is available. Otherwise it should be obtained directly from the source cited.

BEST COPY AVAILABLE

how much does this service cost?

The charge for a search is $10. Microfiche you order as a result of your search is free. If you want printed copies of documents, the cost is $3, $6, or $9 for 300, 600 or 900 sheets.



NERCOE, a non-profit organization founded and supported by the New England Regional Commission, supplements the efforts of state and local agencies in the field of occupational education.

For more information about NERCOE'S Clearinghouse, please contact:

CLEARINGHOUSE
NEW ENGLAND RESOURCE CENTER for OCCUPATIONAL EDUCATION

55 Chapel Street
Newton, Massachusetts 02160

or call
(617) 969-7100
Extension 373

BEST COPY AVAILABLE

What is it?

The information service of NERCOE – New England Resource Center for Occupational Education.

What does it do for me?

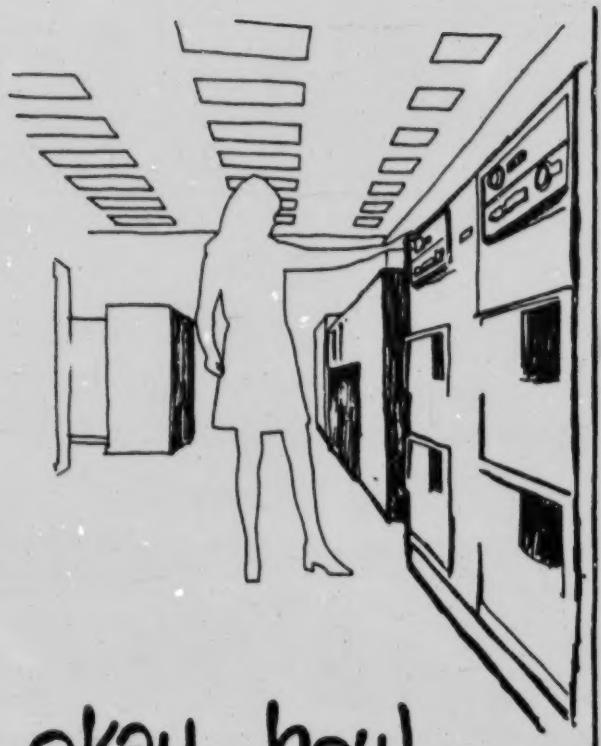
When you need information on occupational education, Clearinghouse locates it.

Why don't i just go to my library ?

Clearinghouse saves you time. It has computer access to over 100,000 reports and listings of journal articles.

Many of the reports are not available through your library. Examples:

- descriptions of occupational education programs
- instructional materials
- curriculum guides
- research reviews



okay, how does it work ?

Clearinghouse receives the topic on which you need information.

Clearinghouse searches its own library and the ERIC (Education Resource Information Center) collection for reports and journal articles that pertain to your topic.

BEST COPY AVAILABLE

then what?

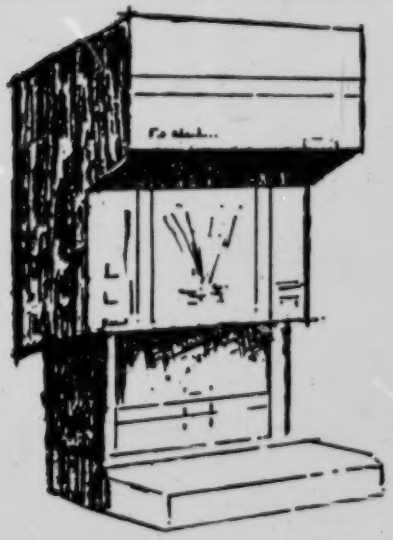
Clearinghouse sends you a listing of the journal articles and summaries of the reports so you can decide what will be useful to you.

what's microfiche?

A 4" by 6" sheet of film on which the report is reproduced in miniature. You'll need a fiche reader to enlarge it. If you don't have one, an E.I.C. will supply you with one.

What if i want a report after i read the summary?

Clearinghouse sends you either printed copy or microfiche.



an E.I.C.? What's that?

An Educational Information Consultant who travels throughout your state. He's there to help you define your informational needs.

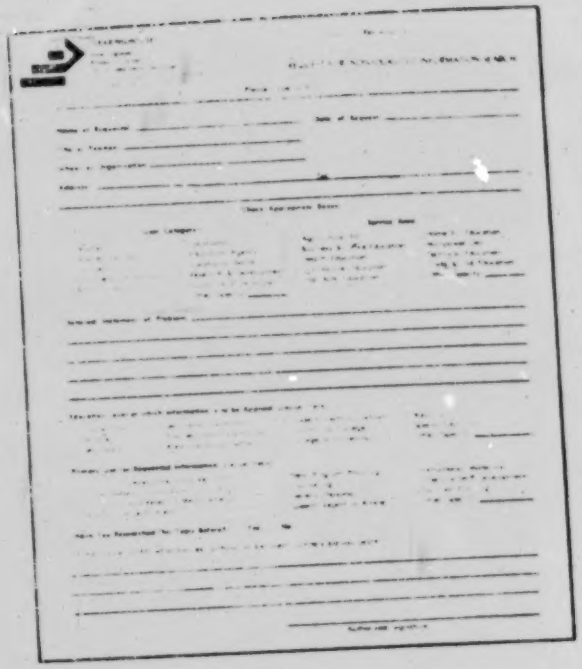
how do i reach him?

His name and telephone number are listed below.

Larry Brown
Maine 207 289 2624
Mass. 617 685 3526

Robert Trombly
N.H. 603 271 3276
Vt. 802 828 3101

David Roy
Conn. 203 566 3430
R.I. 401 277 2691



how quickly do i receive information from nercoe's clearinghouse?

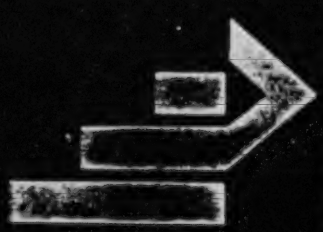
It normally takes two weeks to compile information. But if Clearinghouse has already conducted a search on your topic, you'll receive information three days after your request reaches NERCOE.

BEST COPY AVAILABLE

NERCOE

For further information on
NERCOE programs and services
please contact:

Educational Services Division
NEW ENGLAND RESOURCE CENTER
for OCCUPATIONAL EDUCATION
E/D/C
55 Chapel Street
Newton, Massachusetts 02160
or call
(617) 969-7100
Extension 387



THE
NEW ENGLAND
RESOURCE
CENTER for
OCCUPATIONAL
EDUCATION

BEST COPY AVAILABLE

The New England Resource Center for Occupational Education (NERCOE), was founded and is supported by the New England Regional Commission. The Commission is a Federal-State compact composed of the six New England Governors and a Federal Co-Chairman appointed by the President.

As a continuing institution, NERCOE is charged with acting as a catalyst to assist occupational education systems in developing practical and innovative programs which will support the economic development of the region.

New England's job market — a new look.
Today, over 80% of New England's jobs require less than a college degree.
More than 70% require some specific training in high school or beyond.
With manufacturing opportunities beginning to decline, 67% of the jobs in the 70's will be social, public and personal service occupations.

NERCOE can help people to help themselves.

NERCOE's role is to work with education and training resources in the States to develop capabilities which will respond to New England's changing economic needs. As a regional center, NERCOE assists in building State capabilities to develop and improve occupational education and training services.

Occupational education is designed to provide every student with an opportunity to acquire a marketable skill during his academic career. Through exposure to a broad range of career opportunities (throughout his school years) and occupational training in the career of his choice, every student will be prepared for entry into the world of work.

NERCOE IS HERE TO HELP.

NERCOE supplements the efforts of State and local agencies involved in occupational education, providing them with practical services, information searches, training and technical assistance from a staff of specialists.

These and other resources were assembled for one purpose only — to improve, directly or indirectly, the career training opportunities of every man, woman or child in the New England region.

To do this, NERCOE will provide:

- Assistance in management of occupational education programs through seminars and on-site technical assistance.
- Training in the use of new and alternative teaching, counseling and management techniques.
- Analysis of major regional and national information sources along with printed materials and microfiche on any occupational education subject of interest to you.
- Information on emerging job categories that will require trained manpower.
- Curriculum materials, including individualized self-instructional training programs.
- Funds for innovative regional projects to develop and improve the quality of New England occupational education.
- Other assistance requested by State and local groups to plan, implement and evaluate their occupational education programs.

BEST COPY AVAILABLE

ORGANIZATION

To meet its goals, NERCOE has been organized into four service oriented divisions that reflect its current programs and plans for the future:

Manpower and Management Services Division

Using on-site technical assistance, as well as formal training programs, the division assists State and local directors in the design and implementation of management information systems, in solving management problems (such as how to perform long-range planning and how to evaluate programs) and in collecting pertinent information in order to expand the existing data bases for effective decision-making.

Staff Training and Development Division

This division seeks to improve occupational education by providing personnel development programs for New England educators. Workshops for teachers, guidance counselors, teacher educators, and State and local education agency staff, designed to improve their overall effectiveness, are examples of this effort. Technical assistance is also being offered to educators, with the objective of aiding them in constructing training activities related to their personnel development needs.

Educational Services Division

This division is responsible for the Clearinghouse which provides information retrieval and dissemination services. Requests for information searches are made through State-based Educational Information Consultants and the State Departments of Education. The division also coordinates NERCOE's technical assistance activities and offers public affairs assistance and programming designed to enhance the image of occupational education.

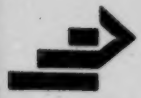
Curriculum Research and Development Division

The goal of this division is to make available to the region innovative curriculum materials for all occupational education, including career education (K-14) and individualized self-instructional occupational training programs (grades 10-14), especially for emerging service occupations; by retrieving materials already in existence, engaging in cooperative curriculum development projects, and providing specialized training and technical assistance in instructional systems technology.

Mary Gresham Regional Project Support Program

This program fosters optimum use of regional resources through the limited funding of cooperative, inter-state projects in career education. These projects are designed and administered by New England educators and supported by technical and management assistance from all NERCOE divisions.

BEST COPY AVAILABLE



NERCOE'S purpose, program, and organization are all designed to help you. Specifically, NERCOE is here to help you answer such questions as:

- What are my needs in occupational education?
- What is presently being done in occupational education?
- Where can I get help on curriculum development projects?
- How can I convince my school district or general public of the need for occupational education?
- How can I better manage my occupational education program?
- How can I fund that innovative project that I would like to undertake?
- Where can I go to share problems and solutions with others involved in occupational education?
- How can I learn about individualized self-instructional training programs?
- What jobs will be available tomorrow that we should begin training for today?
- What information exists in my area of vocational/technical education and how can I get it quickly?

There is a lot to be done in the field of occupational education. The job market is changing more rapidly and dramatically today than ever before.

NERCOE CAN HELP PEOPLE TO HELP THEMSELVES.

SOME NERCOE PROJECTS

Northern New England Occupational Exploration Project
a program in nine pilot school districts is providing rural youth with a variety of occupational experiences to facilitate planned career decisions.

Tri-State Vocational Curriculum Project
sixty-seven teachers in four pilot schools are developing and testing student learning packages designed to individualize instruction in occupational education programs.

Management Training Conference
local directors of vocational education were provided assistance in the planning and evaluation of occupational education programs.

Statewide Planning for Occupational Education
NERCOE assisted the state of Maine in the development of a cohesive plan to determine the present and future needs of the state in occupational education.

Conference on the Emergency Employment Act
NERCOE reacted quickly to this act by sponsoring a conference on the meaning of the act and its implications for occupational education.

Workshops for Counselors on Career Education
teams of guidance counselors from the six states have been provided with more effective methods and materials for career guidance, counseling and placement.

IX. University of Oklahoma

A. GIPSY/ERIC Pre Search Information Form
B. GIPSY/ERIC Post Search Information Form
C. Promotional brochure

INFORMATION SYSTEMS AND EVALUATION CENTER

THE UNIVERSITY OF OKLAHOMA

Merrick Computing Center

College of Education
820 Van Vleet Oval
Norman, OK 73069

GIPSY/ERIC
PRE SEARCH INFORMATION

Name_____ Address_____

School_____ City, State, Zip_____

Department_____ Phone_____

Please write your question here. Use standard English. Be sure to include all significant constraints such as grade level or subject area.

_____

_____

_____

_____

1. Name and address of person to be billed:

Name _____ Address_____

City, State, Zip_____

2. Purpose of search:

_____

FOR OFFICE USE ONLY

Date received _____ Number of Abstracts _____

Date searched _____ Time _____

Date mailed _____

ISEC 7020271o

INFORMATION SYSTEM AND EVALUATION CENTER

THE UNIVERSITY OF OKLAHOMA

Merrick Computing Center

College of Education
820 Van Vleet Oval
Norman, OK 73069

GIPSY/ERIC
POST SEARCH INFORMATION

Name_____ Date_____

Question_____

_____

_____

Number of abstracts retrieved_____

1. On first inspection, how many of the abstracts seemed relevant?_____

2. After you studied the documents in full, how many made a real contribution?_____

3. How satisfactory were the results?_____

4. The cost of your search, before discount, was $_____. Would the value of the information justify this cost? Yes___ No___. What dollar value would be reasonable? $_____.

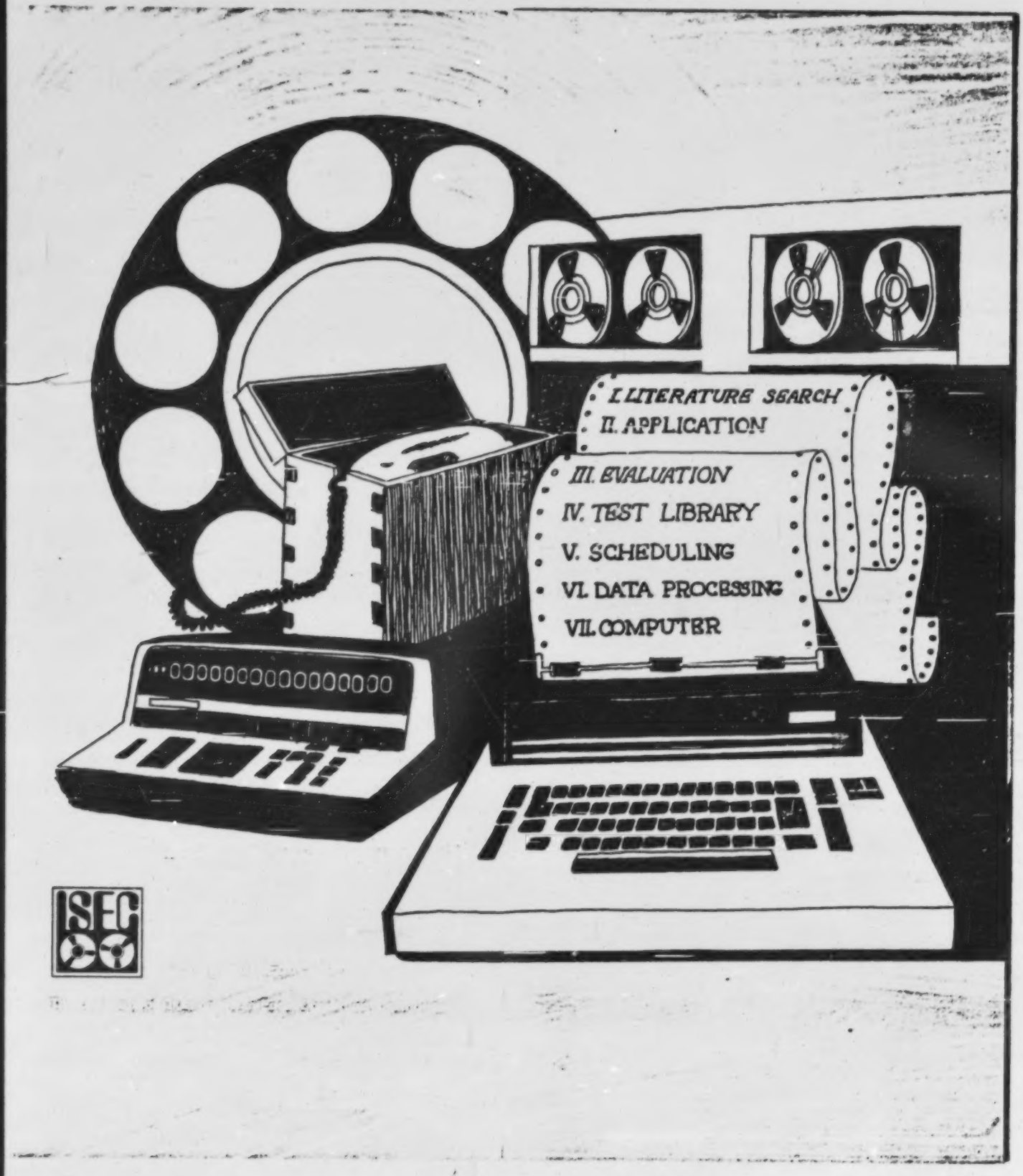
FOR OFFICE USE ONLY

Date of request _____

Date form returned _____

ISEC 8020271

BEST COPY AVAILABLE



BEST COPY AVAILABLE

INFORMATION SYSTEMS AND EVALUATION CENTER

The Information Systems and Evaluation Center (ISEC) of the University of Oklahoma was organized in February, 1970, to provide a range of information services to those persons and organizations interested and concerned with problems of education and training. The services, organization, and staff of ISEC are as follows:

1 LITERATURE SEARCH

One of ISEC's activities is a computerized literature search. Materials are currently available from ERIC (Educational Resources Information Center), an activity of the U.S. Office of Education, which receives abstracts from 20 specialized clearinghouses and publishes them monthly in **Research In Education** (RIE). The file makes available abstracts on conferences, research projects, demonstration programs and other significant educational activities. The complete documents are available on microfiche or hard copy.

ISEC is now searching the accumulated RIE abstracts through the General Information Processing SYstem (GIPSY), a computerized system for storage, manipulation and retrieval of non-numeric information. About 45,000 RIE abstracts have been entered into GIPSY and can be searched through a conversational, questioning process. The service is available to schools, colleges, and universities developing special projects or applications for federal funds, to graduate students approaching a thesis or dissertation and to other professionals with specific interests in education research and development.

The USOE also publishes a list of journal citations from the mainstream of the professional literature in **The Current Index to Journals in Education** (CIJE). These records are available for search through GIPSY. In addition, an agreement has been reached with the Education Administration Abstracts and the Psychological Abstracts to enter their materials into this system. Before long, there will be four complete sets of abstracts available for literature searches. ISEC intends to continue expanding its data base for literature search services.

A search of abstracts may be obtained by writing to ISEC. The most efficient process is for the user to write his question in standard English as precisely as he can.

2 SYSTEMS ANALYSIS AND OPERATIONS RESEARCH APPLICATION TO EDUCATIONAL ORGANIZATIONS AND PROBLEMS

Examples of applications are:

1. School system desegregation—The Cluster Plan, which takes a systems approach to the problem of school integration, was developed by an interdisciplinary team from the Center. The plan views each school building as a part of the total system of the school district. Students attend their home-base school, but may travel to other schools for instruction in specialized subjects. Benefits include a wider range of course offerings, maximum use of facilities and specialized equipment, and a mixing of minority group-majority group pupils based on an improved educational process.

2. Development of proposals—More and more school administrators are seeking financial assistance from the federal government for new and innovative programs in their districts. In order to receive funds, the administrators are required to submit proposals to funding agencies. Many proposals are written through a trial-and-error method. More effective procedures can be developed by using ISEC's consulting staff. Personnel who are experienced in developing proposals for federal funding of projects can provide assistance to school administrators in developing proposals. A file of current guidelines for preparing proposals to federal and state agencies is available through ISEC.

3 EVALUATION SERVICES

The Center can provide a full array of evaluation and testing services. It has developed a set of theoretical models of evaluation processes that can be applied to evaluation problems faced by schools, government agencies, and business and industry. The application of a model leads to the development of an evaluation plan tailored to the requirements of the specific organization and program. Particular attention is given to providing data and information essential to the management decisions of a program. The service has been used

Continued on back.....

BEST COPY AVAILABLE

by administrators of medical service and training programs, business and industrial training programs, government training programs, public and private schools and institutions of higher education. Other activities of the Center, such as computer services, test library, and systems analyses, provide support for evaluation programs.

4 TEST LIBRARY

In the modern school standardized tests are used in evaluating the student population, as well as the curriculum and the operation of the school. A complete test library has been developed and is available to administrators who want to examine sample tests. ISEC specialists on measurement and evaluation are available as advisors.

5 SCHEDULING SERVICES

1. Merrick Center Program—Through the Merrick Computing Center ISEC can provide a computerized scheduling service. The program provides enrollment and class scheduling for the school or the district. It provides individual class schedules for each class, a roster by section for each teacher and master schedules for counselors and administrators. The program is interactive so that the administrator can make decisions as the schedule develops.

2. Modified Modular Scheduling (MMS)—This program can be used for traditional or modular scheduling. The object of the program is to minimize the conflicts caused when several required courses are scheduled for the same time period.

The program creates a master schedule for the school, a listing of the course sections, room and teacher assignments. It operates in a time-sharing mode so that the school principal can introduce additional constraints while building a schedule. It can be used for interschool scheduling as well as intraschool scheduling.

6 DATA PROCESSING SERVICES

1. The statistics laboratory—The College of Education maintains a statistics laboratory equipped with basic and sophisticated desk calculators. ISEC maintains a file on skilled operators who can be employed to process data in this mode.

2. Computer processing—Two routes to computer processing of data are available through ISEC. First, libraries of prewritten programs are maintained. Second, if the particular problem requires a unique analysis, persons skilled in writing computer programs are available through ISEC. A computer program can be developed to provide the desired analysis. The user can secure total processing service—from keypunch (or other input modes), through programming, to output. Through ISEC, assistance in interpreting the results are also available.

3. Test scoring service—The scoring of tests by computer is another service available through ISEC. For most cases a standard form is available. In some unique cases a special form will be designed to meet a particular need. The tests may be scored for right answers only or for answers corrected for guessing. Several styles of correction for guessing are available. Specialists in tests and measurements are available to advise on the most useful procedures.

Test scoring service can be extended to include statistical analysis which permits the assignment of grades. Two programs are available: item analysis and raw score analysis.

The item analysis presents the percentage of students answering each question, the percentage of students not answering the question, the item difficulty, the reliability of the test expressed as a point biserial correlation, a standard error measure, an item variance, the mean and the standard deviation.

The raw score analysis provides the mean, standard deviation, a listing by student identification number, the percentage of questions answered correctly by each student, the percentile rank in the class, a z-score, a T-score and a frequency distribution.

7 COMPUTER SYSTEM APPLICATIONS

1. Computer Assisted Instruction—In an effort to provide assistance in some of the latest instructional techniques, there is available through ISEC a file which contains Computer Assisted Instruction programs (CAI). Along with this file of CAI material, users may obtain assistance on a consultative basis in developing CAI packages for individual schools.

2. Simulations—Advanced training for managers often employs simulations. Through the use of GIPSY, interactive computer programs can be devised for simulations. Because of the flexibility of the system, problems unique to a specific situation can be developed quickly.

8 CENTER STAFF AND CONSULTANTS

Dr. Robert Ohm
Director of ISEC
Dean, College of Education and Professor of Higher Education

Dr. Conrad Katzenmeyer
Associate Director of ISEC
Visiting Associate Professor

Dr. Gerald Kowitz
Professor of Educational Psychology and
Assistant Dean of Special Projects

Dr. Raymond Lutz
Associate Professor of Industrial Engineering

Dr. Albert Smouse
Associate Professor of Educational Psychology

Dr. Thomas Wiggins
Associate Professor of Educational Administration and Human Relations

Mr. Jerry Prather
Special Instructor with administrative responsibilities for computing activities

Mr. Ronald Reeves
Information Specialist

X. Rhode Island State Department of Education

A. Brief paper on levels of service provided
B. Search request form
C. Promotional brochure

November 13, 1972

RHODE ISLAND DEPARTMENT OF EDUCATION

EDUCATION INFORMATION CENTER

LEVELS OF SERVICE

Rationale:

Because the Education Information Center is in a pilot demonstration phase (until June 30, 1973) and because its information searching resources are limited, it is necessary to determine levels of information service response and quantity of responses within each level. This paper outlines the three levels of service to be offered by the Education Information Center.

It is possible that the retrieval staff of the Center will expand early in 1973. It is certain that the ability of the present retrieval staff to respond to information requests will improve significantly after the "shakedown phase." For these reasons the levels of service and their quantity will be reviewed and revised on a need basis during the demonstration phase of the project.

Levels of Service *

Level I (15 - 20 per week)

A. Full services of extension agent (Janice Baker)
   1. awareness activities
   2. technical assistance in problem articulation, question negotiation, transformation, etc.
   3. linking function

B. Full in-depth search
   1. computer search of ERIC
   2. manual update of ERIC
   3. PREP
   4. AERA papers
   5. Topical file
   6. Education Index
   7. Newsletters
   8. Dissertation Abstracts
   9. ALERT catalogue

C. Hard copy reproduction of journal articles and other pertinent documents

D. Microfiche reproduction of RIE

E. Microfiche reader loan

F. Consultant services

Level II (40 - 50 per week)

A. Part-time services of extension agents (Bureau of Program Development and Diffusion)
   1. awareness activities
   2. technical assistance in problem articulation, question negotiation, transformation, etc.
   3. linking function

B. Modified in-depth search
   1. computer search of ERIC
   2. PREP

C. Hard copy reproduction of journal articles (up to twenty pages)

D. Microfiche reproduction of RIE (up to ten fiche)

Level III (2 - 3 per week)

A. Computer search of ERIC

B. Microfiche reproduction of RIE (up to ten fiche)

* Given the demand during any given week, the quantity of searches within each level will vary.

The variables which determine response levels are: (1) the client (2) the information need, and (3) the impact level. An additional "dependent" variable in turn-around-time which may vary according to the three independent variables listed above. Thus:

Dependent Variables	Independent Variables
- level of service	- client
- turn-around-time	-information need
	- impact level

Level of Service - see accompanying statement describing levels of service.

Turn-around-time - time between client request and delivery of initial information package.

Client - see list of clients below

Information Need - the reason for requesting the information, i.e., program implementation, planning, awareness.

Impact Level - the possible ramifications of the information in effecting change (e.g., impact on state, local school district, school, or classroom).

Because it is difficult to categorize every request according to information need and impact level, the quality of service will not be assigned according to these variables. Level of service is more a function of the client than of the impact level or information need just as turn-around-time related mainly to the type of the request (full in-depth search, ready reference, PREP package, etc.). During the pilot phase, the EIC will attempt to respond to all valid requests for information using turn-around-time as a "safety-valve."

Response Levels

Client	Level of Service
Target Audiences (those served by Janice Baker)	I
SDE Staff	II
Service Areas (those served by consultants in the Bureau of Program Development and Diffusion)	II
IHE Faculty	III

EIC NO. _____ (1-6)

DATE _____ (7-9)

Rhode Island Department of Education
Division of Academic Services
EDUCATION INFORMATION CENTER

144 Mann Building
600 Mt. Pleasant Avenue
Providence, RI 02908

PLEASE PRINT OR TYPE

NAME _____ (10-29)

POSITION/TITLE _____ (30)

SCHOOL/ORGANIZATION _____

ADDRESS _____

_____ ZIP _____ (31-32)

PHONE _____ EXT. _____

E I C Use Only

Contact (33)
Agent _____
___Mail ___Phone ___Visit
Date Rec'd. _____

RESPONSE LEVEL (34) _____
Completed _____
Delivered _____
RR(35)_____ CS(36)_____

PURPOSE: _____

GENERAL SUBJECT OF AREA OF REQUEST: _____ (37-72)

PRECISE STATEMENT OF PROBLEM: _____

SPECIFIC LIMITATIONS: _____

TIME SPAN: 19___ to Present DATE NEEDED _____ (Please allow 2-3 weeks

PREVIOUS SOURCES INVESTIGATED: _____

TYPE OF INFORMATION PREFERRED:

___Research & Evaluation (73)
___Curriculum (74)
___Programs (75)
___Human Resources (76)
___Methods (77)
___Other (Specify) (78)

_____

_____

DESCRIPTOR SET		DESCRIPTOR SET		DESCRIPTOR SET
_____	and	_____	and	_____
or _____		_____		_____
or _____		_____		_____
or _____		_____		_____

BEST COPY AVAILABLE

Information for Decision Making

RHODE ISLAND DEPARTMENT OF EDUCATION

Division of Academic Services

EDUCATION INFORMATION CENTER

600 MOUNT PLEASANT AVENUE • PROVIDENCE, RHODE ISLAND 02908

BEST COPY AVAILABLE

Information for Decision Making

Educators, from classroom teachers to superintendents, are engaged in decision making. The decisions concern day-to-day instructional practices as well as long range, system-wide planning. In every case, the decisions made result from educational information - information on research, on instructional materials, on new programs and practices - in short, on an almost limitless range of educational information and program alternatives.

Information Need

Clearly, the quality of our decisions is directly linked to the quality and quantity of information utilized. Yet the amount of information available is growing beyond our ability to maintain an up-to-date information base. At a time when accountability demands a wise use of limited resources, a knowledge of the range of program alternatives is critical.

As the number of educational program alternatives grows, there is a need for assistance in keeping abreast of the most current information on new teaching techniques and new curricula as well as the research which supports these new developments.

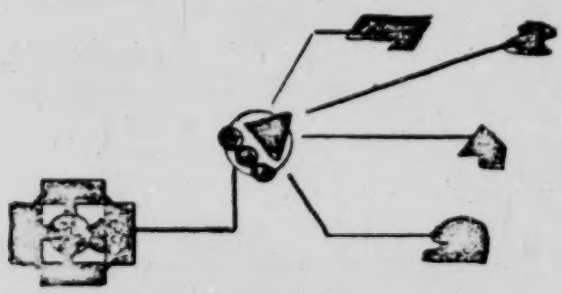
Information Resource

One means of keeping abreast of the educational information explosion is the Education Information Center (EIC). Its resources and information services are available to educators in Rhode Island as a means of facilitating planned educational improvements.

What is the EIC?

The Education Information Center (EIC) is a service component of the Division of Academic Services in the Rhode Island Department of Education. It is part of the Rhode Island Teacher Center Project and is jointly funded by the Office of Education and the National Institute of Education.

The EIC operates a comprehensive state education information system which links national, regional and local sources of new and validated approaches to local education agencies.



Services of the EIC

Some of the major services of the EIC are:

1. Literature searches
2. Reproduction of education documents
3. Technical assistance in research utilization
4. Training in information retrieval

Resources of the EIC

Some of the major information resources of the EIC are:

1. **ERIC** - Computerized retrieval of information from the ERIC system, a national information system containing over 120,000 documents.
2. **PREP** (Putting Research into Educational Practice) - a research and report service in non-technical language which focuses on current educational problems and areas of concern.
3. **Human Resources** - a service provided by the State Department of Education to assist local educators with information resources and program development.

Using the Resource

The services of the EIC are available free of charge to all educators in the state. Information requests should be submitted to a service area consultant in the Bureau of Program Development in the Department of Education. A full time information consultant will be operating in the communities of Portsmouth, Providence, and Westerly as part of a pilot demonstration program.

What Information is Available?

The range of information available is extensive. Some typical requests are:

1. Procedures for setting up learning centers in an elementary classroom.
2. Methods of evaluating the objectives of special education programs.
3. Establishing an accountability system in a school district.
4. Guidance and counseling in career education programs.

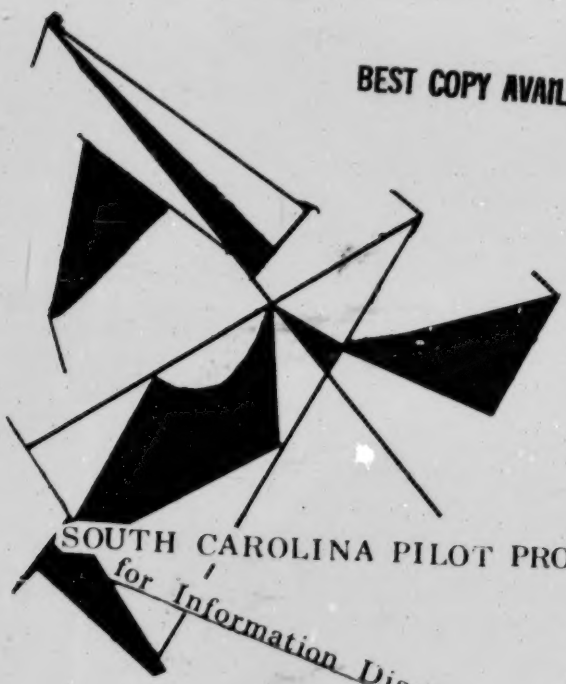
How to Request Information

1. Fill out the attached form and mail it to EIC or call 831-6600 ext. 666.
2. A State Department of Education consultant will discuss with you your information need and process a request for you.
3. A consultant will deliver your information package to you. (Average delivery time is two weeks.) He will review the information with you and order copies of the documents that you want to review.

XI. South Carolina Department of Education

A. South Carolina Pilot Program for Information Dissemination - Fall, 1972
B. Monthly breakdown of origin of search requests July, 1970 - January, 1973
C. Tally of requests by topic - January, 1973
D. Promotional brochures

BEST COPY AVAILABLE



SOUTH CAROLINA PILOT PROGRAM for Information Dissemination

Fall, 1972

Research Information Unit

Office of Research

State Department of Education

Columbia, South Carolina

Introduction

Pilot Program Success

South Carolina has been one of three states in the nation to start a growing national trend in education. The success of South Carolina in a pilot program designed to foster the utilization of educational research findings has been lauded by the Office of Education, the South Carolina Department of Education, local school district personnel, and individual classroom teachers: "I have been involved with several projects with various school districts across the State, and the information which you have provided in conjunction with them was indeed helpful. . .."; "It is indeed a most valuable service in a time of such rapidly expanding knowledge. . ."; "Through the help of your center, the use of the computer, and your staff's research, we will be able to utilize the very latest research toward developing a curriculum for our Non-graded Program. . . ."

The program began in July of 1970, when South Carolina, Utah, and Oregon were funded by the Office of Education to pilot statewide programs in information dissemination. South Carolina's program has been operated by the Research Information Unit of the South Carolina Department of Education. Dr. W. E. Ellis, Director of the Office of Research in the South Carolina Department of Education, was responsible for the winning proposal submitted by South Carolina. Approximately six other states submitted proposals requesting funding for similar programs.

Assistance in Problem Solving

The successful theory behind the program has been the idea that teachers, principals, and district level administrators can be assisted in their daily problem solving by reports of innovative educational practices, research findings, and curriculum development studies. Such questions as "What effect do report card grades have on the self-concept of children?" or "How can music be used therapeutically with elementary school students?" and "What are the advantages and disadvantages of team teaching?" have been forwarded to the Research Information Unit and processed by the staff there.

A special study for each request is done by the staff in order to compile those materials geared specifically to the individual needs of each requester. The data base from which information for requests is taken includes national resources (Research in Education and Current Index to Journals of Education), resources available to the state agency, and the state library system. Most of the information is computerized or, at least, easily accessible. The State Library of South Carolina provides access to every library at any State-supported institution, to every county library in South Carolina and, through inter-library loan, to every state library system throughout the country. The packet which is returned in response to each request is a "thought stimulating" package rather than a clear cut answer to a problem. Various approaches to the problem are presented, including theoretical material; concrete programs which have actually proved successful or unsuccessful in classrooms, schools, or districts; and opposing viewpoints taken by educators regarding the particular problem.

Human Linkage to Data

A linkage mechanism between the requester and the Research Information Unit's research data has proven to be an essential part of the actual utilization of the data in problem solving. Such a linkage has been provided by persons designated as "Communication Specialists" whose responsibility it is to assist the requester at several points in his information seeking and problem-solving process.

First, the Communication Specialist helps the requester to state his problem very specifically and to put it in the form of a request for information. The Specialist then forwards this request to the Research Information Unit who processes the request and returns the assembled material in an information packet.

After receiving the information package from the Research Information Unit, the Communication Specialist delivers the packet in person to the requester. Generally, the contents of the packet are briefly explained at this time. The requester is informed that a large portion of the packet is composed of summaries of entire documents or

journal articles. He learns from the Communication Specialist that to see an entire document or journal article, he must place an order through the Specialist. The Communication Specialist assists the requester to make the most effective use possible of the material provided by the Research Information Unit.

State and District Communication Specialists

There are at present three full-time Communication Specialists serving three school districts in South Carolina: Rock Hill, Charleston and Darlington. At least four other districts have persons serving as part-time Communication Specialists. Spartanburg plans to employ a full-time Communication Specialist for this school year.

There are two State-funded Area Communication Specialists to serve the North and South regions of the State. The Area Communication Specialists will encourage all districts to hire their own full-time Communication Specialists.

Sixty-five districts have named persons as district representatives to channel requests back and forth between requesters and the Research Information Unit. These individuals provide assistance to the requesters when their work assignments permit this kind of involvement.

Whom to Contact

How do you as a teacher, principal, or district administrator go about submitting a request to the Research Information Unit? Contact the full-time or part-time Communication Specialist in your district or your district representative. In the case that you do not know who this individual is in your district, inquire at either your superintendent's office or contact the Research Information Unit directly in Columbia at 758-3548.

Role of the Area Communication Specialist

To facilitate the utilization of information, two Area Communication Specialists are employed to work in the North and South areas of the State. The role of the Area Communication Specialist is to facilitate the two-way flow of information between the Department and the local district, and to assist in the utilization of educational research information at the local level.

RIU ⟷ ACS ⟷ LEA

General duties of the area Communication Specialist within the local districts:

- To create an awareness of alternative solutions to problem solving and innovations
- To acquaint local district personnel with the available services provided by the Project
- To assist local personnel in the utilization of research information
- To assist local educators in the planning and/or implementation of programs resulting from the utilization of research information.

Specific duties of the Area Communication Specialist within the local districts:

- To work closely with district personnel in program planning, utilization of research information, retrieval and dissemination

- To work closely with the district superintendent and/or individuals appointed by the district superintendent in identifying district concerns

- To assist in providing training for the person appointed by the superintendent to work at least half-time as a Communication Specialist in the local district

- To provide assistance in obtaining consultant service from the State agency.

The Area Communication Specialist stands between the Research Information Unit where research and program data is compiled from various sources and the local school district where the information is applied to a problem situation. The manner in which the research information is applied and utilized in the school district depends to a great extent on the problem involved and district personnel. The Area Communication Specialist works within his framework and assumes the role of a facilitator after the district personnel have expressed their concern.

The processes employed by the Area Communication Specialist in local district activities include:

1. Meeting with the district superintendent to discuss the objectives of the program and the services which he can provide through the resources of the Research Information Unit

2. Soliciting the assistance of the superintendent or individuals designated by the superintendent in assisting them in identifying needs in the district

3. Assisting in negotiating the question of concern as identified by the local district

4. Forwarding the request to the RIU for the creation of an information packet in answer to the specific need

5. Returning the packet of information to the superintendent or designated individual and pointing documents of direct relevance to the specified need

6. Providing assistance in establishing alternatives for meeting the needs as identified through the packet of supplied information

7. Meeting with the local communication specialist or person(s) designated by the superintendent to determine the most effective ways to operate the RIU service in the district.

Some educators envision dissemination personnel as either *change agents, solution inventors* or *solution givers*. In contrast, the Area Communication Specialist provides no one solution to operating problems or concerns. The Specialist works with the district staff, and also those whom the district superintendent designates to assist the district in meeting its needs. Together they attempt to solve the problem which they have identified and to develop solutions to concerns which they see in their district.

It is important to note that this is not an *answer service* but an approach to problem solving where the client is definitely involved in the process.

The research material returned to the client by the Area Communication Specialist is screened for relevancy and highlighted. The Area Communication Specialist assists the client by reading and discussing the information with him and also by examining methods to make the data applicable to his particular situation.

After the client has a chance to look at the material, he will identify journal articles and documents that have been summarized in

the resource package as documents which he would like to read. Journal articles and microfiche are delivered to the client by the Specialist for subsequent action. The Area Communication Specialist supplies input when modification or changes are under discussion, but rarely does this input contain a personal opinion or recommendation.

The duty of the Area Communication Specialist is to create an awareness of alternative solutions. The selection of an alternative is the responsibility of the client alone (or the client and his superiors if an organization change is selected). The evaluation of the program becomes the responsibility of the client. The role of the Area Communication Specialist in assisting the client in the implementation process is a helping role through which research information is provided in answer to specified needs.

Role of the Communication Specialist

An individual who spends 50 percent or more of his time working with his district to facilitate the two-way flow of information between the Research Information Unit and the local district, and to assist in the utilization of educational research is known as a Communication Specialist. The Specialist only works with one district on a full-time basis (or greater than one-half time). The Area Communication Specialist is available to provide training and technical assistance to each Communication Specialist.

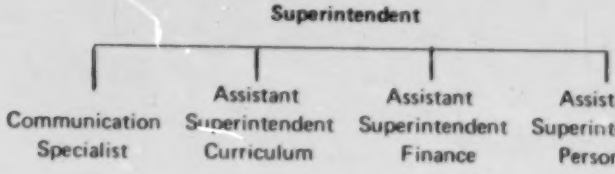
The role of the Communication Specialist in working with the district personnel tends to vary with each new contact and request for information. In general, the role tends to include assisting educators to define problems and interpret research information, encouraging educators to use research in their decision-making activities and providing resources to facilitate the planning and innovative process in its function. The Specialist is cautious not to provide answers but alternatives for the educators, not to usurp a leadership role from the educator and to maintain a certain degree of neutrality without attempting to promote his own cause.

Each Communication Specialist calls upon national, state, and local resources to help educators in his district identify and find solutions to their own needs.

Specific duties of the Communication Specialist include:

- Helping the local educator to identify educational problems
- Preparing the educator's requests for information
- Helping the educator to develop approaches and plans in problem solving or innovations
- Assisting the local educators to utilize the data package
- Helping the educator in the planning and/or implementation of the research information.

The Communication Specialist would function very much like the Area Communication Specialist in duties, responsibilities, and role definition. Past experience indicates that structurally the Communication Specialist is more successful and able to serve more people if he is placed in an independent position in the organizational structure responsible only to the superintendent of the school district. His position becomes as vital to the functioning of the school district as the assistant superintendents for curriculum, finance, personnel, etc.



The Communication Specialist becomes accessible to all educational levels in the district hierarchy; teachers, principals, specialists, coordinators, assistant superintendents and superintendents. No one level has to contact a higher authority to approve communication with the Communication Specialist. Contact is immediate and the search for information begins quickly.

Note: The housing of personnel often determines their identity; therefore, careful throught should be given to the location of the Communication Specialist's office.

The Area Communication Specialist will be available to work closely with all Communication Specialists and thereby diagnose future needs for training sessions. The Area Communication Specialists can furnish to the Communication Specialist technical assistance in process techniques such as reinforcing problem-solving skills, group leadership skills, etc. The Area Communication Specialist will also be available upon request to observe the Communication Specialist in his specific duties and to provide feedback to the Communication Specialist on the performance of these duties. Informal sessions discussing project activities will enhance both the Area Communication Specialist's and the Communication Specialist's awareness of their roles.

Qualifications of A Communication Specialist

(Criteria for Selection)

A. Personal Qualifications:

1. *Low personal ego needs* (doesn't feel a compelling need to be a shining success in the world's eyes)

2. A service attitude dedicated to helping rather than supervising

3. Sensitivity

4. Empathy

5. Ability to relate to all types of ideas

6. *Supportive* and *developmental* rather than *directive*

7. Tolerance for marginality

8. Capability to account for his own work; to evaluate his achievements as well as problems encountered.

B. Educational experience--preferably a background of educational experience in more than one role.

C. Skills:

1. Group Processes

   a. A knowledge of group dynamics

   b. A knowledge of the techniques required for effective group leadership

2. Interviewing skills -- There are several basic rules which interviewers should observe in conducting a successful sharing session with a client.* Especially important is the technique of question negotiation

*Active listening skills are essential, especially in the use of the reflection technique.

3. Identification skills -- The ability to identify innovators is important in that innovators are usually self-starters and can contribute substantially in the initial introduction of the Communication Specialist

4. Skills in interpersonal and group relations -- The ability to relate to all types of individuals is important because the key word in this endeavor is *relationships*. A Communication Specialist must be able to establish a trust level with the client. He must not be a con man or a super salesman but someone who is sincerely interested in the educator's problems

5. Resistance to change -- The Communication Specialist must have the ability to handle resistance to change and must be able not only to determine the causes for this resistance but to formulate methods to avoid or reduce resistance to change

6. Problem-solving skills -- The Communication Specialist should have the ability to utilize the scientific approach to problem solving and to further instruct educators who do not have expertise in this process.

D. Knowledge:

1. Basic needs -- The Communication Specialist should have a knowledge of basic needs, both physiological and psychological, and their effect upon the behavior of individuals; for instance, a militant teacher is oftentimes a conscientious, concerned individual whose militancy can be used in a constructive manner to solve problems

2. Knowledge of dissemination processes

3. Knowledge of major events and new trends in education.

ORIGIN OF
RESEARCH REQUESTS PROCESSED BY THE
CENTER FOR RESEARCH UTILIZATION
STATE DEPARTMENT OF EDUCATION
COLUMBIA, SOUTH CAROLINA

January, 1973

ORIGIN OF REQUESTS	NUMBER OF REQUESTS																		TOTAL
	7/15/70-12/31/71	January	February	March	April	May	June	July	August	September	October	November	December	January	February	March	April	May	June	
STATE DEPARTMENT OF EDUCATION PERSONNEL																				
State Superintendent	3																			3
Deputy Superintendent	3									1		1								5
Director	24			3	4		3	1	5	2	1		1	2						46
Chief Supervisor	50	1	2	1	2		3	1			2	1	1							64
Supervisor	31	3	1		2		3	4	1	3	5	1		4						58
Consultant	60	4				1	1	1	1	1	6	2	1	3						81
Other	68	1	3		2		1		4	1										80
Division Totals																				
Superintendent	3																			3
Deputy Superintendent	3												1							4
Division of Instruction																				
Office of Adult Education	10													1						11
Office of General Education	104	4	1	2	2		2	2	1	2	7	2	2	2						133
Office of Instructional Tel.	1						1													2
Office of Teacher Ed. & Cert.	2			1						1	1									5
Office of Federal Programs	5								2			1								8
Office of Vocational Education	9	3	3		1						1			1						18
Office of Programs for Handicapped	6					1					1									8

	7/15/70-12/31/71	January	February	March	April	May	June	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
Division of Administration & Planning																				
Office of Research	45	2	2	1	3		8	5	6	5	4	1	1	3						86
Educational Data Center																				
Office of Public Information	2													1						3
Office of Technical Assistance	3				2															5
Office of Planning	43				2				2											47
Division of Finance and Operations																				
Office of Finance																				
Office of Personnel																				
Office of School Planning & Bldg.	1													1						2
Office of Textbooks and AV																				
Office of Transportation																				
Office of School Food Services																				
TOTAL STATE	239	9	6	4	10	1	11	7	11	8	14	4	4	9						337
DISTRICT PERSONNEL																				
District Superintendent	23	3	7	3	4	6	5	1	5	13	7	4	1							82
Assistant Superintendent	43	5		1	1	1	5	14		5	18	3	1	5						102
Curriculum Personnel	89	1	3	18	13	5	15	6	12	20	38	21	3	24						268
Pupil Personnel Specialists	38	2	3		4	1	8			10	2	1		7						76
Other Staff Personnel	129	9	12	17	8	21	12	4	10	25	16	30	2	13						308
TOTAL DISTRICT	322	20	25	39	30	34	45	25	27	73	81	59	7	49						836
SCHOOL PERSONNEL																				
Principal	126	4	6	3	12	1	13	4		7	6	14		1						197
Assistant Principal	51	3	1	2	4		3				5	1								70
Teacher	231	17	146	105	48	18	28	24	10	26	66	46		18						783
Counselor	31	1	2		1	2					6	3								46

School Personnel, cont'd.	7/15/70-12/31/71	January	February	March	April	May	June	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
Librarian	10	1		4	6						3	5								29
Other	8		5		1		1				3	1								19
TOTAL SCHOOL	457	26	160	114	72	21	45	28	10	33	89	70		19						1,144
COMMUNICATION SPECIALISTS																				
Area Northeast	37	1			2				2					2						44
Area Southeast	7						1	1		1	2			7						19
Darlington					1		2	1			1			13						18
TOTAL COMMUNICATION SPECIALISTS	44	1			3		3	2	2	1	3			22						81
OTHER																				
Board of Education	8	9	1					1		2										21
Vocational Education Centers	5						4	4	3		1									17
Colleges and Universities	26	2	4	6	5	6	6		3			2								60
Students	5	1	1									1								8
Community	5	1								1										7
Government					1		4				1									6
Miscellaneous	16	1	2	1	1	1			4	8			2							36
TOTAL OTHER	65	14	8	7	7	14	5	10	11	2	3	2								155
TOTAL FOR MONTH	1127	70	199	164	122	63	118	67	60	126	189	136	28	77						2,546

	7/15/70-12/31/71	January	February	March	April	May	June	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
AREA NORTHEAST (EF)																				
DISTRICT PERSONNEL																				
District Superintendent	5	2				1	2		1											11
Assistant Superintendent	15	1																		16
Curriculum Personnel	3				1		2	3												9
Pupil Personnel Specialist	4																			4
Other Staff Personnel	16	2	1		2	1							1	1						24
TOTAL DISTRICT	43	5	1		3	2	4	3	1				1	1						64
SCHOOL PERSONNEL																				
Principal	14		1		1						2	2								20
Assistant Principal	5		1								1	1								8
Teacher	105	6	126	23	13	4					51	18		1						347
Counselor	6	2								1	1									10
Librarian	3	1									2	2								8
Other	1	1																		2
TOTAL SCHOOL	134	10	128	23	14	4				1	57	23		1						395
OTHER																				
Board of Education	5	3																		8
Vocational Education Centers								1												1
Colleges and Universities	11	2			2															15

	7/15/70-12/31/71	January	February	March	April	May	June	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
Students																				
Community	1																			1
Government																				
Miscellaneous	1		1																	2
TOTAL OTHER	18	5	1		2			1												27
AREA COMMUNICATION SPECIALIST'S PERSONAL REQUEST	37	1							2											40
TOTAL FOR MONTH	232	21	130	23	19	6	4	4	2	1				2						444
AREA SOUTHEAST (AE)																				
DISTRICT PERSONNEL																				
District Superintendent	4	1	2	12					2	1										22
Assistant Superintendent	11				1		5	10			3									30
Curriculum Personnel	42	1	1		11	5	9	4	11	2		6		4						96
Pupil Personnel Specialist	11		1				2													14
Other Staff Personnel	38	1	3	3	2	3	6	2	3	2				1						64
TOTAL DISTRICT	106	3	7	15	14	8	22	16	16	5	3	6		5						226
SCHOOL PERSONNEL																				

	7/15/70-12/31/71	January	February	March	April	May	June	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
Principal	77	1	2		2		2			1	1			1						87
Assistant Principal	49	4			1		1													55
Teacher	81	4	18	19	5	4	2	1		4			1							139
Counselor	25		1		1									1						28
Librarian	5			1																6
Other	6				4															10
TOTAL SCHOOL	243	9	21	20	13	4	5	1		5	1			2						324
OTHER																				
Board of Education		6	1							1										8
Vocational Education							4	1	3											8
Colleges and Universities	7		1					1												9
Students		1	1					1												3
Community	1	1																		2
Government																				
Miscellaneous	2		1			1														4
TOTAL OTHER	10	8	4			1	4	3	3	1										34
AREA COMMUNICATION SPECIALIST'S PERSONAL REQUESTS	7						1	1		1	2									12
TOTAL FOR MONTH	366	20	32	35	27	13	32	21	10	12	4		1	7						589

	7/15/70-12/31/71	January	February	March	April	May	June	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
TOTAL FROM TARGET AREAS	598	41	162	58	46	19	36	25		13	61	29	2	22						1,112
DARLINGTON (DA)																				
DISTRICT PERSONNEL																				
District Superintendent										1	1									2
Assistant Superintendent						1														1
Curriculum Personnel				3						3	1		1	4						12
Punil Personnel Specialist																				
Other Staff Personnel				5		1				2	1	1								10
TOTAL DISTRICT				8		2				5	3	1	1	4						25
SCHOOL PERSONNEL																				
Principal			1	1	9			2		2		3								18
Assistant Principal								5												5
Teacher			3	33	20		9		2	11	3	7	2	8						98
Counselor						8								1						9
Librarian						1														1
Other							1				1									2
TOTAL SCHOOL			4	34	29	9	10	7	2	13	4	10	2	9						133

	7/15/70-13/31/71	January	February	March	April	May	June	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
OTHER																				
Board of Education										1										1
Vocational Education Centers																				
Colleges and Universities									1											1
Students																				
Community																				
Government																				
Miscellaneous				1																1
TOTAL OTHER				1					1	1										3
COMMUNICATION SPECIALIST'S PERSONAL REQUESTS		1			1		2	1			1	2								8
TOTAL FOR MONTH		1	4	43	30	11	12	8	3	20	7	13	3	13						168

SUMMATION SHEET

TOTAL REQUESTS		
State Department of Education	9	337
School Districts	46	841
Area Northeast (EF)	2	525
Area Southeast (AE)	7	1,086
Darlington (DA)	13	164
Miscellaneous	0	83
TOTAL	77	2,546

	7/15/70-12/31/71	January	February	March	April	May	June	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
Requests - Original Searches	1127	70	199	164	122	63	118	67	60	126	189	136	28	77						2,546
Requests - Duplicates				84	83	67	73				2	12								321
Requests - PREP		208	56	79	214	70	1	13		4	1	2								648
Total Number of Requests	1127	70	199	164	122	63	118	67	60	126	189	136	28	77						2,546
Completed	1108	47	67	179	131	44	150	72	69	65	172	163	61	52						2,480
In Process	18	32	72	138	119	59	24	30	18	36	59	42	15	22						22
Pending	1	10	102	21	31	10	13	2	5	25	40	30	14	24						24

South Carol

MONTHLY TALLY OF REQUESTS BY TOPIC

~~February~~ January, 1973

BEST COPY AVAILABLE

	This Month	To Date	Total
I. INSTRUCTIONAL LEVELS			
Preschool - Kindergarten		48	48
Elementary School		19	19
Middle and Junior High School	1	19	20
Secondary Schools	1	8	9
Higher Education		26	26
Adult Education		20	20
TOTAL	2	141	143
II. CURRICULUM			
Curriculum - General		34	34
Art	1	25	26
Basic Skills		8	8
Career Education	2	4	6
Conservation		14	14
Driver and Safety Education		1	1
Electives		1	1
Foreign Languages		18	18
Health Education	1	3	4
History		25	25
Home Economics		8	8
Humanities		7	7
Language Arts	6	103	109
Mathematics	2	119	121
Mini Courses	2	3	5
Music	1	44	45
Office Occupations	1	18	19
Physical Education	1	20	21
Reading	4	160	164
Science		61	61
Social Studies	2	51	53
Vocational Education	3	65	68
TOTAL	26	795	821

BEST COPY AVAILABLE

		This Month	To Date	Total
III.	TEACHING TECHNIQUES			
	Audio Visual		14	14
	Behavioral Objectives	3	1	4
	Behavioral Modifications	1	6	7
	Classroom Organization	1	18	19
	Discipline		38	38
	Graded/Nongraded		17	17
	Grouping		29	29
	Guidance	1	63	64
	Home Instruction/Visitation		4	4
	Homework		5	5
	Individualized Instruction	2	53	55
	Instructional Materials		19	19
	Instructional Media Centers	1	41	42
	Library		9	9
	Open Plan Schools	1	3	4
	Paraprofessionals	1	33	34
	Quality Education	5	22	27
	Teaching Methods - General	3	56	59
	Team Teaching	1	22	23
	Textbooks		9	9
	TOTAL	20	460	480
IV.	STUDENT RELATED QUESTIONS			
	Disadvantaged		41	41
	Dropouts		34	34
	Drug Abuse	1	15	16
	Exceptional Children		77	77
	Learning Disabilities	1	38	39
	Mental Ability		11	11
	Self Concept	3	3	6
	Slow Learners		23	23
	Student Activisim		12	12
	Student Background		7	7
	Student Evaluation	9	30	39

BEST COPY AVAILABLE

		This Month	To Date	Total
	Student Promotion/Failure		19	19
	Student Questionnaires		4	4
	Unwed Mothers		2	2
	TOTAL	14	320	334
V.	ADMINISTRATION			
	Accountability		1	1
	Accreditation		10	10
	Administration	1	16	17
	Administrative Policy		12	12
	Building Policy	2	1	3
	Grievance		3	3
	Professional Personnel	1	69	70
	Record Keeping		10	10
	School Board		12	12
	School Buildings/Property	1	18	19
	School Buses	1	7	8
	School District		3	3
	School Finance		37	37
	School Health		9	9
	School Mangement		6	6
	School Organization		12	12
	School Planning		7	7
	School Policy		16	16
	School Scheduling, Day	1	21	22
	School Scheduling, Year		23	23
	Teacher Education	1	42	43
	Teacher Evaluation	1	26	27
	TOTAL	9	362	371
VI.	OTHERS			
	Microfiche/Hardcopy	1	23	24
	Racial Questions	1	31	32
	Testing		5	5
	TOTAL	2	59	61

		March	Date	Total
VII.	MISCELLANEOUS			
	Alcohol abuse microfilms available from State Library			
	Head Start Child and Family			
	Citizen's Advisory Committees			
	Effect our changing society has had on.....			

BEST COPY AVAILABLE

	TOTAL	4	317	321
	SUMMARY			
I.	INSTRUCTIONAL LEVELS	2	141	143
II.	CURRICULUM	26	793	819
III.	TEACHING TECHNIQUES	20	464	484
IV.	STUDENT RELATED QUESTIONS	14	320	334
V.	ADMINISTRATION	9	362	371
VI.	OTHERS	2	59	61
VII.	MISCELLANEOUS	4	331	335
	TOTAL	77	2469	2546

BEST COPY AVAILABLE

RESEARCH INFORMATION UNIT
OFFICE OF RESEARCH
STATE DEPARTMENT OF EDUCATION
1208 Rutledge Building
Columbia, South Carolina 29201

BEST COPY AVAILABLE

HOW

It is the aim of RIU to serve the individual needs of your school district. Whether your area of interest or concern is implementing a special program for testing and diagnosing learning problems of handicapped or disadvantaged students, setting up a contract grading system in your district, innovative student teaching programs, or evaluating a guidance program in your district – RIU strives to tailor the returned information packet to your specific information need and situation.

WHAT

With what type of assistance does RIU provide you, the requester? In addition to information request services, RIU provides an Area Communication Specialist to aid you in placing your request and to interpret the materials in the request packet. Once the Area Communication Specialist takes the request, he delivers it to RIU and it is put into process along with many others. Normal turn-around time is 3 weeks; this could vary, however, depending on the difficulty of obtaining information and the on-going workload. An average month brings as many as 150 requests into the office.

PACKAGE

The request package is the tangible result of the retrieval staff member drawing information from various sources for your particular request topic. These materials constitute a "packet of potentials" . . . summaries of journal articles, synopses of already implemented programs, descriptions of successful classroom activities. This term, "packet of potentials" defines it well. It is "potential" because the implementation of the packet is entirely up to the imagination and insight of you, the requester.

TO YOU

The completed request package is returned to you. The Area Communication Specialist reviews your request prior to delivery and is able to point out particularly relevant portions. He will then go through the complete package with you and assist you with any additional materials you may desire, including special ones that need to be ordered. Should you realize that the package does not meet your needs, please ask for additional materials or resubmit the whole request. When you have studied the summaries, reference sheets and program descriptions found in your package, you will probably want to order either microfiche or hardcopy of complete articles, program descriptions, etc. for an in-depth study of your particular area. Order forms for this step are included in your package.

RESULTS

The results are up to you, the requester. After reading a particular article in the package, you may want to learn more about this subject and consequently request additional material on this specific part of the package. . . . . or . . . . . After reading about a particular program which suits the needs of your science or English classes, you may decide to inquire about all the details necessary for setting up such a program, and then you may be able to actually implement the program in your classes. . . . . or . . . . . After examining a list of suggested materials, you may choose to order some of these if the price is within your school or district budget. The list of possible results is as endless as the ideas you may conceive from a study of your package. A combination of potentially usable information (package) plus individual interpretation (you) equals any number of dynamic results!

PACKAGE + YOU =

BEST COPY AVAILABLE

BEGINNINGS

South Carolina has been one of three states in the nation to test the development of a new educational concept. In July 1970, Utah, Oregon and South Carolina were Federally funded for pilot projects designed to foster the utilization of educational research. South Carolina's Pilot Project began in the Research Information Unit, Office of Research, State Department of Education. These pilot projects are intended to encourage the improvement of educational practices by collecting and maintaining information on current programs and practices at both the State and national levels. This information is then made available upon request to teachers, consultants and administrators.

Your Area Communication Specialist
will be in your school _____
to help you record your request on
RIU request forms.

BEST COPY AVAILABLE

BEST COPY AVAILABLE

QUESTION:

Exactly what is the service offered to the educators of the State by the *Research Information Unit* of the South Carolina State Department of Education?

ANSWER:

The improvement of educational practices through the provision of current and pertinent technical information and assistance which could aid in the initiation of new programs, the development of new procedures, and the improvement of existing procedures at all levels of educational development is the *service* provided by RIU.

WHAT DOES
THAT MEAN?

In sentences of fewer words, it means that any member of the SEA (State Education Agency), LEA (Local Education Agency) and especially any teacher, principal, counselor or consultant is invited to request research information from our resources.

A few Request topics

more effective supplementary material & science games for slow learners

individualized english instruction at the high school level (particularly for below average learners)

EVALUATION OF KINDERGARTEN PROGRAMS.. FULL DAY VS. HALF DAY

measuring the self-concept of students, grades 1-8

"DISTURBING" CHILD AND ALIENATED YOUTH AT THE MIDDLE SCHOOL AGE & CURRICULUM POSSIBILITIES

TEACHING TECHNIQUES IN OPEN CLASSROOMS

VALIDITY OF ABILITY GROUPING VS. HETEROGENEOUS

RESEARCH INFORMATION ON DIFFERENTIATED STAFFING

WHAT TYPES OF REQUESTS ARE PROCESSED BY RIU?

Most of the information retrieved falls into 2 basic categories:

1. HOW TO_____?

2. WHAT IS THE MOST RECENT RESEARCH ON_____?

The first question is self-evident. We answer numerous requests dealing with "how to" establish a new program, "how to" measure ability, etc. The bulk of our requests deals with recent completed research on educational topics; teaching the disadvantaged, extended school year programs, and the like. Usually with requests of these kinds, the requestors are intending to develop new programs or to improve classroom techniques with information provided from their request.

LIMITATIONS: Unlike a public library serving a variety of audiences, our resources are quite limited. We serve the *educational public.* Because of our commitment to the educational public, the only resources available to us are those which deal with educational topics; consequently, we discourage requests for information with no specific relationship to education. As an example; if a social studies teacher were developing a new unit of study for her or his classes, resources available through RIU would include how to teach Social Studies and information on ways to develop a classroom unit. However, we would not be able to fulfill specific requests on unit content; for instance, BATTLES OF WORLD WAR I, the STOCK MARKET, etc.

Research Information
Unit
Office of Research
State Department of Education
Columbia, South Carolina

XII. Utah State Board of Education

A. Sample monthly report showing ERIC search statistics - January, 1973

TECHNICAL ASSISTANCE MONTHLY REPORT NUMBER 28
JANUARY 1973

BEST COPY AVAILABLE

STATISTICAL INFORMATION:

TOTAL Number Requests Received - 62
TOTAL ERIC Requests Received - 56
TOTAL ERIC Requests Processed - 28
TOTAL LOCAL Requests Received - 6
TOTAL LOCAL Requests Completed - 6

TOTALS:

ERIC Requests to Date - 2,774
To Date 1973 - 62

REQUESTS ANALYZED PER CENTER-BY NUMBER, REQUESTER, AND SUBJECTS:

	N.U.	C.S.A.	S.W.	S.E.A.	S.E.	TOTALS
ERIC	11	0	0	44	1	56
LOCAL	1	0	0	5	0	6
	12	0	0	49	1	62

Superintendents	0	0	0	1	0	1
Principals	3	0	0	0	1	4
Teachers	7	0	0	2	0	9
Specialists	2	0	0	44	0	46
Coord/Dir.	0	0	0	2	0	2
Miscellaneous	0	0	0	0	0	0
TOTALS	12	0	0	49	1	62

SUBJECT MATTER BY CENTER

S.E.A.

Autism - 1
Bicul. - 1
Blind - 1
Career Edu. - 2
Census - 1
Creative Arts - 1
Deaf - 2
Diagnos. - 1
Edu Adm. - 5
English - 1
Funding - 1
Health - 1
Humanities - 1
Math - 2
Media - 1
Mental Ret. - 3
Mex Amer. - 1
MiniCourses - 1
Minor. Group - 2
Negotiations - 3
Normalization - 1
OpenTrad. - 1
Phy Fac. - 1
Reading - 2
Rehab. - 1
Sec Edu. - 2
Schedul. - 1
Soc. Stud. - 1
Teach. Eval. - 2
Unwed Mothers - 1
Voc. Edu. - 2
Workshops - 1

S.E.

Social Studies - 1

N.U.

Drug Abuse - 1
Env. Influ. - 1
Fland. Ana. Sys. - 1
Grading - 1
Indiv. Instr. - 1
Kindergarten - 1
Math - 1
Music Effects - 1
Photography - 1
Scheduling - 1
Training Sch. - 1
VTR - 1

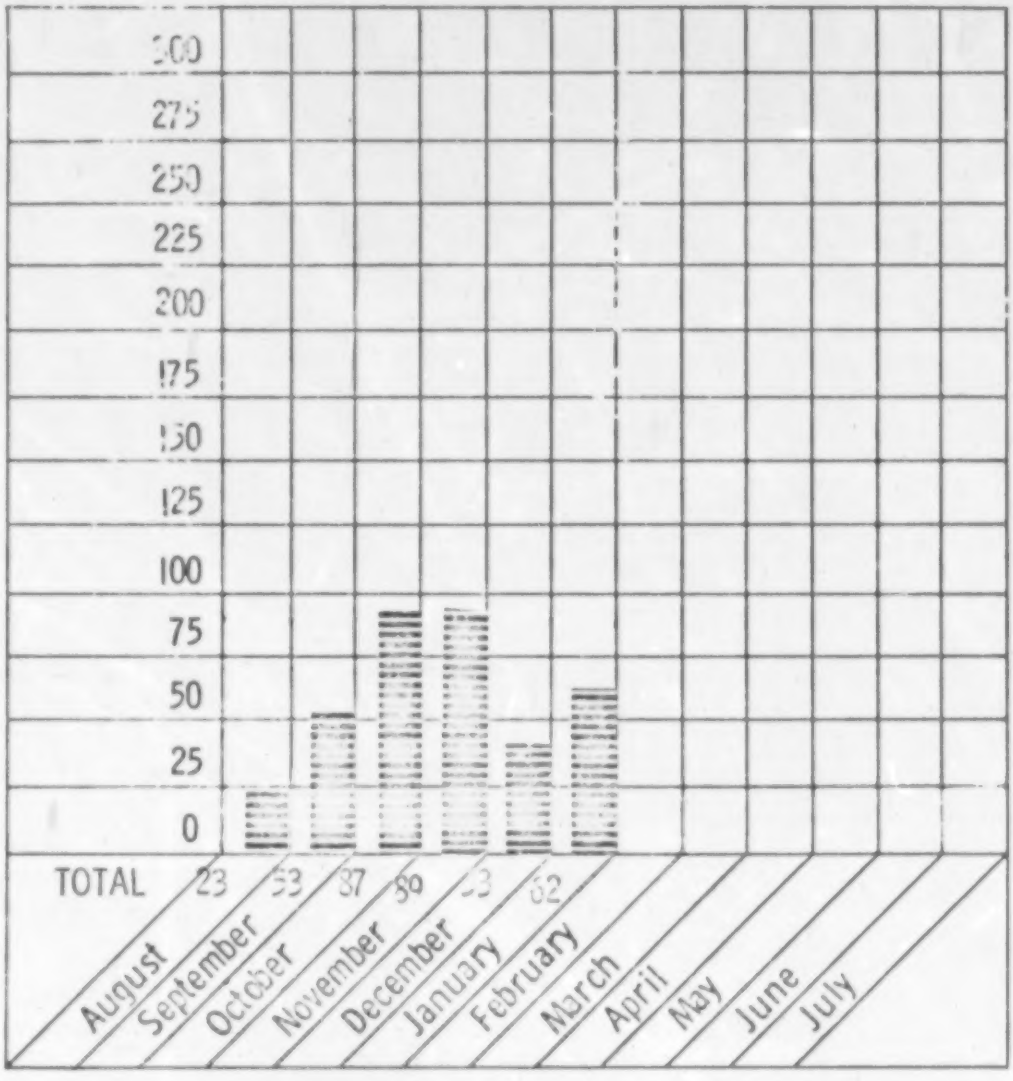
Subject Matter Categories (Totals): Combined totals in Repetitive Areas this month.

Top Three Request Areas for the Project: Edu. Admin., Mental Retard., Negotia.

MICROFICHE CIRCULATION

Number of Individua. Fiche Distributed	N.U.	C.S.A.	S.W.	S.E.A.	S.E.	Total	Running Total Since June, 1971
December	13	1	1	55	0	70	2799
Janurary	22	0	0	42	0	64	2863

BEST COPY AVAILABLE

Number of ERIC Requests Received during Project's Second Working Year

1972-73 Requests